

24-35 Months
TWOS

LITTLE SPROUTS

Early Learning Foundations Curriculum



Guiding Young Children to Grow Like Jesus

NORTH AMERICAN DIVISION
OFFICE OF EDUCATION





“All your children
will be taught by
the Lord, and great
will be their peace.”

Isaiah 54:13

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INTRODUCTION

Little Sprouts is a comprehensive and thematic curriculum that promotes the development of the whole child and provides the teacher's guidance, support, and needed resources to meet the diverse needs of infants, toddlers, and two-year-olds.

EARLY LEARNING DEVELOPMENTAL STANDARDS

The North American Division Early Childhood Developmental Learning Standards outline benchmarks and skills that young children acquire during the birth-to-five-year period. The standards were developed through a Seventh-day Adventist world view across the birth through 12th grade curricula with integration of research-based national and provincial/state standards. They are designed to provide direction in program planning and equipping teachers to deliver instruction emphasizing Seventh-day Adventist goals, concepts, and values in a developmentally appropriate manner. Additionally, they support the development and well-being of the young child and enhance learning in five domains. Each domain contains standards with benchmarks and examples. The developmental standards guide the activity options to promote developmental learning. The standards cover the domains of development spiritual, physical, cognitive, emotional, and social.

ENVIRONMENT

The physical environment provides opportunities for infants, toddlers, and two-year old children to spend time exploring the world around them. Each of the areas of learning have opportunities to have exploration stations for child directed learning and play.

ORGANIZATION

Each unit has been divided into sections with a focus on the developmental early learning standards. There are twelve units that provide for a year-round curriculum.

ENGAGE

Building relationships with the children in your care is foundational for their development. Interwoven throughout the curriculum is the overall 'Big Idea' which is connected to the bible stories chosen for each unit. Developing a sense of belonging within the classroom begins with fostering a culture where children feel welcome, safe, and valued.

Bible Stories are opportunities for children to actively interact with the stories. The story is continued throughout the unit for children to become familiar with the story and its concepts. This portion of the curriculum allows the children and teachers to spend focused time getting closer to Christ, learning about His plan and purpose for their lives, praying for themselves and others, and praising God for Who He is and all that He has done and promises to do. Worship sets the tone for the day and begins the process of living a life patterned after Christ.



APPLY IT:

The unit intentionally connects active play with each bible story to foster a deeper connection to the concepts being taught throughout the unit.” Play allows children to develop and pursue interests, to be fully engaged in trying to figure out how the world works” Julie Nicholson and Debra B. Wisneski.

Book suggestions are related to each unit theme. Poems and fingerplays are also included into each unit to promote development of skills through positive interactions that build relationships between the teacher and children. “With fingerplays you support the development of language, vocabulary, and fine motor skills. Connect with children in imaginative and interactive ways. Discover fun, imaginative ways to ease transition-even difficult ones. Experience more moments of laughter and joy in your day” We Nurture Collective.

PHYSICAL AND HEALTH:

Gross Motor skills include getting ample exercise and utilizing large and small muscles, has abundant benefits for developing the body of the young child. Physical activity is a strong determinant in the early development of the brain, not just motor control. Children are provided the opportunity to experience a variety of basic gross-motor activities that involve postural control, coordination of movements, and locomotion. Children will be given the opportunity to crawl, walk, reach, stretch, and run. During the early years of a child’s life, they are working to develop muscles and they actively seek movement. The Gross Motor activities are intended to provide specific and thematic suggestions for teachers to encourage children in their active play. Movement activities can be indoors or outdoors, although as much time as possible outdoors is suggested.

Fine Motor skills are part of our everyday lives. This makes them a very important skill for young learners to develop. It gives them the ability to do tasks such as writing, eating, and dressing. In the process of learning these skills they gain confidence and independence. These activities promote dexterity, hand-eye coordination, and overall strengthening of the hands and fingers. Activities presented are engaging and interesting, but simultaneously work to develop the hand and finger muscles to be able to complete more complicated tasks as the child matures. The skills learned in the Fine Motor category will be the building blocks for future academics.

21 Important Benefits Of Fine Motor Skills (with tips)

Sensory development is fostered through sensory play which is a hands-on activity that a teacher can plan for children to engage in. Usually the activity involves at least three, if not all five senses when the children are playing.

Friedrich Froebel- (1782-1852) German Educator, he invented the idea of kindergarten. Part of his theory of human development was that children would learn and understand their world through hands-on play.

Jean Piaget- Swiss psychologist, Jean Piaget (1896-1980) His theory was that children (birth – 2 years old) would be able to learn about cause and effect. They would explore their five senses, and by doing so learn fine and large motor control.

Maria Montessori- Italian physician, Maria Montessori (1870-1952), said, “Play is the work of a child.”

Young children use their senses as they create meaning and begin to understand the world around them. The sensory activities provided aim to stimulate the senses and encourage exploration. Through touching, dumping, mixing, pouring, shaking, listening, and smelling, children will develop language, social, and cognitive skills. Children will experiment with concepts such as mass and density. They will learn cause and effect. When playing with peers, children will be able to practice social skills such as sharing and communication. Some sensory activities may be off putting to children initially. Gently encourage the children to try the next experience, but never force them to do an activity that causes them distress. Children will often observe these new sensory activities from a distance before initiating play.

LANGUAGE AND COMMUNICATION:

The first three years of life are crucial to language and communication. From birth children are able to communicate their needs and desires through their cries and body language. Caregivers should be quick to respond to these cues and should immerse children in language all day long. Infants (6 months) will begin to gesture and babble, and the teacher can begin teaching simple sign language to help the infant communicate. Toddlers (12-22 months) begin using simple words in sign language once they have learned them and they are able to answer questions non-verbally. Two-year-olds may still use sign language but will begin to use simple words, be able to associate sounds with items, and use two-word phrases to communicate. The activities provided in each unit will encourage the development of language and communication of young children. There are book suggestions to share with infants with suggestions for teachers on how to introduce language in the books by pointing to help the child find and point to items in the pictures. Language and communication also involve listening to receive information. There are activities to engage children in listening for sounds and words so that they can associate the sound or word to items in their world. This will also help to introduce children to new vocabulary. Vocabulary is easily introduced in a fun way to children through planned activities and daily routines.

5 Ways to Build Babies' Language and Communication Skills from Birth

Helping Toddlers with Language Skills

Age-Appropriate Speech and Language Milestones

COGNITIVE DEVELOPMENT:

Creative Expression allows children to explore the process of art, art supplies, and the connection to music. Each unit has a variety of art activities with a focus on the process or exploring a concept. Art allows children to experience a multisensory activity that supports sensory integration and processing abilities. It encourages sustained attention and concentration as children engage in their creative projects. The product is not the most important part, but the process in which the child engages with the materials and the environment.



MATH:

Children have many interactions with math and science concepts throughout their day. In math, this is called mathematizing, which means seeing math in daily life and using mathematical language and concepts to frame, analyze, and explore situations. (Hynes-Berry & Grandau, 2019) You are mathematizing when you:

- Talk about how many shovels are in the sand area and if there are enough for all the children who want to use one. How many children are in the sand area? How many shovels do we have?
- Or when you are talking with children about how many people are in their family. How many people are in your family? How many brothers do you have? Etc.

Teachers of young children should be intentional about using language that brings out math during play and other interactions. This helps children to prepare to explore more complex mathematical concepts. "...math covers a broad range of concepts, including numbers and shapes (geometry). It uses a vocabulary with phrases such as more than, less than, and equal to as well as in front, behind, inside, outside, near, and far. Math also involves adding, taking away, weighing, measuring, graphing, and other skills." (Mechler, 2015)

SCIENCE:

Children are curious about their environment and want to know how things work and where things come from. Science helps them learn about their world. There are different parts of science to teach, Earth Science, Physical Science, and Life Science. You can teach the children about God in each area of these sciences. Earth Science: Plants, rocks, shells, etc. Life Science: eyes, ears, nose. (our body). Plant biology (vegetables, fruits) etc. Physical Science: non-living things, physics of how a car moves down a ramp, oil and water interaction, paint mixing, an apple falling from a tree, etc.

Article/resource: [Why Teach Science in Early Childhood](#)

SOCIAL EMOTIONAL:

"Too much importance cannot be placed upon the early training of children. The lessons learned, the habits formed, during the years of infancy and childhood, have more to do with the formation of the character and the direction of life than have all the instruction and training of the after year." Ministry of Healing, p. 380.

Children need to feel safe and secure in their environments. Infants and toddlers need to know that their cries will be attended to quickly and appropriately. Two-year-olds need to understand that adults in their life have their best interest at heart and that they will be kept safe while exploring their new independence. The activities provided in each unit aim to facilitate positive relationships between children and their peers and adults. Children will also learn that they are valued and will develop a sense of identity and belonging in the classroom community. Additionally, children will begin to recognize and regulate their emotions through interactive games and activities.



CELEBRATION:

At the end of each unit there is an activity provided to celebrate the learning that took place. These can then be placed into a child's portfolio to document growth and learning throughout the year.

ASSESSMENT

"Stand aside for a while and leave room for learning, observe carefully what children do, and then if you have understood well, perhaps teaching will be different from before" Loris Malaguzzi.

It is important to observe children objectively and notice the milestones of development that they are meeting or will need to be meeting throughout the year. A checklist is provided to support your observations of children within your classroom.

CHILD-FACILITATED LEARNING: EXPLORATION STATIONS

In addition to the thematic activities, it is recommended that caregivers provide ample time for children to learn through child-facilitated play. While the materials may rotate throughout the year based on children's interests and abilities, the materials do not necessarily need to be thematic. Child facilitated play provides children the opportunity to explore, discover, and create on their own. Although they are supervised, they have more freedom to interact with materials and their peers and to experience the learning environment in their own way. It is the teacher's responsibility to intentionally create a design and environment that promotes and facilitates engaging learning experiences, encouraging the child's freedom to choose and interact in a natural manner.

Exploration Stations provide children opportunities to explore, imagine, create, engage, move, think, question, and share through play and fun. The principles of the curriculum should be interwoven throughout the stations, ensuring a balance between activity and rest, teacher, and child-facilitated activities. Exploration Stations provide for small group instruction and small group peer interactions.

A sample of exploration stations is as follows:

Art Station – Fostering the development of a child's aesthetic sense supports the development of the whole child when they can explore age-appropriate art materials. Young children should be involved in making their own art as well as enjoying the art of others.

Block Station – Block play provides children with learning opportunities connected with math concepts, social and physical development, and enhances creativity.

Cultural Exploration Station – This provides children with diverse, multicultural experiences, allowing them to explore and experience their cultures and backgrounds as well as the cultures and backgrounds of others; explore and experience their local community and cultures around the world; and explore the varying attributes and characteristics that are the same and different about people, places, and practices.

Literacy Stations – A literacy-rich environment provides children authentic opportunities to engage in a variety of literacy activities including reading, writing, and the use of language. A literacy-rich environment does more than provide visual exposure to print; it also provides opportunities for meaningful interaction with it. While exposure to literacy is integrated throughout the classroom, Literacy Stations, including book/literature, writing, and language stations, provide opportunities for children to engage in a variety of listening, talking, reading, and writing activities.

Math Station – This provides children the opportunity to develop problem solving and reasoning skills such as comparison, sorting and classifying, patterning, and meaningful counting, through discovery and exploration.

Science Station – Young children develop science understanding best when given opportunities to engage in science exploration and experiences through inquiry. Science stations provide children the opportunity for seeing patterns, forming theories, considering alternate explanations, and building their knowledge. Natural materials (pinecones, leaves, seashells, etc.), plants, and magnifying glasses all make great invitations to exploration.

Dramatic Play – This station provides children with the opportunity to role play as they develop their creativity, imagination, social skills, and communication skills. A pretend kitchen, baby dolls, wooden play food, and a box of dress up clothes can go a long way in facilitating imaginative play.

Sand and Water Play – Specific sensory activities are presented throughout the curriculum, however children can benefit greatly from regular sand and water play. Consider placing towels or mats around this station for easier clean up. Provide children with different sized scoops and containers to facilitate scooping and pouring.

Family Connections – Communication with families is fundamental in building relationships and working together to create a positive environment for those children in your classroom. Throughout the curriculum there are opportunities to share pictures and activities with each family.

SAMPLE SCHEDULES:

Twos’ Room – During the twos months scheduling should be flexible and updated based on the developmental needs.

Time	Activity	Notes



UNIT 1

All About Me

Weeks 1–4

Memory Verses:

“I [God] chose you....”

Jeremiah 1:5

“God created man and woman....”

Genesis 1:27



BIG IDEA

God created our bodies to move and grow.



ENGAGE

MUSIC/MOVEMENT:

- God Made Me (Wee Sing Bible Songs)
- My God Loves Me
- My God Is So Great
- God Made Adam
- God Made Me
- My Body, Strong and Good
- A Little Prayer
- Jesus Loves Me
- Head, Shoulders, Knees, and Toes
- Two Little Eyes

BIBLE STORY:

God Created Adam and Eve

Week 1

On the sixth day of creation, in a world full of sunshine and colorful flowers, God decided to create two special friends. He wanted them to enjoy all the beautiful things He had made. So God gathered some soft, brown dirt from the ground, and with His gentle touch, He shaped a wonderful man.

The man had big round eyes to see the world, a cute nose to smell the flowers, and a big smile to share his happiness. God named him Adam. Adam opened his eyes and saw God's loving face. He felt so happy to be alive.

Week 2

But God knew that Adam shouldn't be alone. He wanted Adam to have a special friend, someone to laugh and play with. So God gently put Adam to sleep, and while he was dreaming, He took one of Adam's ribs out of him.

From that rib, God created the most beautiful girl. She had flowing hair like a golden river, twinkling eyes like the brightest stars, and a sweet smile that could light up the whole world. God named her Eve.

When Eve opened her eyes, she saw Adam and God standing next to her. She felt a warm and joyful feeling in her heart. God introduced Adam to Eve, and they instantly became friends. They held hands and danced around, feeling the love and happiness in their hearts.

Week 3

God told Adam and Eve that they would live in a special place called the Garden of Eden. It was a paradise with tall trees, juicy fruits, and friendly animals. The birds sang sweet melodies, and the flowers bloomed in every color of the rainbow. Adam's and Eve's eyes sparkled with excitement as they explored their new home.

They discovered playful monkeys swinging from tree to tree and gentle deer grazing in the meadows. They named the animals and became friends with them all. Adam and Eve were amazed by the beauty and wonders of the garden. They were grateful to God for creating such a magnificent place.

Week 4

Every day, Adam and Eve walked barefoot on the soft green grass, smelling the sweet fragrance of the flowers. They laughed and played, chasing butterflies, and splashing in the crystal-clear streams. God watched over them with a loving smile, knowing that He had created something truly special.

Adam and Eve learned from God about the world around them. They discovered the importance of kindness, love, and taking care of the earth and its creatures. They thanked God for their friendship, their beautiful home, and for each other.

And so, in the Garden of Eden, Adam and Eve lived happily, surrounded by God's love and the wonders of creation. They knew that God would always be with them, guiding them and protecting them.

Review *the story using props.*

Questions to ask:

- 1) Which is your favorite flower? (*Show a variety of pictures of flowers*)
- 2) Who is your special friend?
- 3) How can we take care of our earth?

LET'S READ TOGETHER:

- ***1, 2, 3 God Made Me!*** by Little Words Matter
- ***God Made You Nose to Toes,*** by Leslie Parrott
- ***God Made Us,*** by Link Dyrdaahl
- ***Ten Little Fingers and Ten Little Toes,*** by Mem Fox
- ***My First Book of About Me,*** by Wonder House Books
- ***Baby Loves the Five Senses Series,*** by Ruth Spiro





APPLY IT

ACTIVE PLAY:

I'm Growing

Have parents bring in a baby picture for each child; then take a current picture for each one. Show the baby picture and ask, "Who is this?" and then show the current picture. Place in the classroom at eye level for the month.

I'm Growing with Story

Line up children from tallest to shortest. Explain that everyone grows at their own rate. Talk about how we can eat healthy food and exercise to grow strong like Jesus did. Another resource is I'm Growing, by Alik.

My Senses

Talk about how God created all our senses and do one activity before the story using one of our senses (for example, smelling roses; tasting lemons; playing "What sound is this?"; playing "I spy with my little eye").

RHYMING:

I'm Glad to be Me

I look in the mirror
And what do I see?
I see the me
No one else can be

I am precious
I am glad to be me.
My hair, my face,
My personality.

My size, my shape,
The color of my skin.
All make up me,
Outside and in.

My Five Senses

My eyes can see the big bright sun.
My nose can smell hot cinnamon buns.
My ears can hear big loud drum.
My tongue can taste good things, yum! Yum!
My hands can feel the sand, What Fun!
God made my senses, everyone!

Here Are My Eyes

Here are my eyes, one and two,
I give a wink, so can you.
When they're open, I see the light
When they're closed, it's dark as night.
I have a little body that belongs to me,
I have two ears to hear with and two eyes to see.
I have a nose for smelling, and a mouth to eat.
I have two hands to wave at everyone I meet!
—CSLP 2014 Children's Manual

I Clap My Hands *(Suit actions to words)*

I clap my hands,
I touch my feet,
I jump up from the ground.
I clap my hands,
I touch my feet,
And turn myself around.

Crawl Space Fingerplays

Tall

I'm thinking sequoia;
I'm thinking the moon;
I'm thinking tall thoughts
So I'll grow pretty soon.

I'm thinking giraffe
Or a giant please;
And the taller I think,
The higher I'll grow.

Mansions and flagpoles
Are tall in their rights;
It's all in perspective
When dealing with heights.

I can feel myself stretch
As I sit here and speak;
Pretty soon folks will notice
My lofty physique.

I'm thinking tall thoughts;
Being small's such a bore;
By tomorrow giraffes
Won't seem tall anymore.





ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the infant. Sensory play enhances the overall development of a child's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **Walk the Line**—Using painter's tape, place a line on the floor and have the children walk back and forth on the line by walking heel to toe as they step.
- **Pre-jump Move**—Using a medium-sized ball, have the child hold the ball and squat to touch the ball to the ground and then stretch out their arms to throw the ball. This movement will help children practice the pre-jump position and when throwing the ball, they will naturally jump up.
- **Run and Transfer**—Go outside where there is plenty of room to run. Have two baskets, one at each end of the running lane. Fill one basket with items they can carry as they run. Have the children take an item and then run to the other basket and drop the toy in. Do this as many times as they want.

FINE MOTOR:

- **Puzzles**—Provide age-appropriate puzzles for children to practice picking up pieces with their hands and looking to find the spot where the piece fits. Example: Puzzle of Children.
- **Playdough**—Provide playdough and tools for children to explore with. Encourage the children to roll pieces of playdough into small balls, to roll out pieces into long snakes, and to flatten a playdough ball with their hands. Have them stand if needed to put all their weight into flattening the playdough ball. Homemade no-cook playdough recipe.
- **Pom-Pom Transfer**—Provide two clear cups, a clothespin, and colorful pom-poms. Put all the pom-poms in one cup and have the child use the clothespin to transfer the pom-poms to the empty cup.

SENSORY DEVELOPMENT:

- **It Smells Like....**—Provide small paper cups with different foods in them. Place another paper cup over the top and poke holes in the top. Have the children smell each cup and try to guess what food they are smelling.
- **Pouring Water**—Place a small tub of colored water in a larger tub. Place tools in the large tub, such as funnels, jars, ice cube trays, a small pitcher, and measuring cups. The children can practice pouring the water using the tools provided. This activity will help them learn to pour liquid into a cup, about capacity and volume, and strengthen their hand muscles as they move, shift, and rotate the pitcher.

- **Ramps**—Using large blocks, an opened-up cardboard box, or ramps from a school supply, have the children roll a ball down the ramp and then up the ramp. Children will learn to determine the amount of force needed to get the ball up and down the ramp.

SELF-HELP:

- **The Coat Flip**—Teach the children how to put on their coat by themselves the fun coat flip way.
- **Self-Serve Snack**—Provide the opportunity for children to serve themselves a snack from the table. Example: scooping crackers with a spoon into their cup or pouring juice from a pitcher into a cup.
- **Clean-Up Snack**—Have the children place their trash in the trash can and if using real dishes, have a bin they can place their dirty dishes in.



SOCIAL & EMOTIONAL

SELF-AWARENESS:

- **I Feel....**—Help children understand how they feel in different situations and how to express those feelings. Use an “I” statement: “I feel _____ (*emotion*) when _____ (*the cause of the feeling*).”
- **Show & Tell**—Have children bring a picture of their immediate family. Have them take turns showing the rest of the class their picture. Help them with the words to tell who each person is and use descriptive words. Example: have child point to their mother and say, “Look, your mother has brown hair just like you.” Encourage children to use their words, such as mama, daddy, brother, sister, etc.
- **Who Am I?**—Read the story When God Made You, by Matthew Paul Turner. Talk with the children about how God made them with a purpose, and they are all unique. Have them observe each other to notice how they are the same and different. Example: they all have hair, but it may be different colors.

SELF-CONTROL:

- **Scavenger Hunt**—Children will need to focus on looking for a matching picture and then bring the pictures back to the teacher. Provide pictures of hands, feet, eyes, nose, mouth, ears, face, etc. Place the matching pictures around the room. Have children choose a picture from the stack and then go around the room to find the matching one. Once they have found the match, have them bring both pictures to the teacher.
- **Clap the Pattern**—Clap out a pattern and then have the children copy it. Example: clap three times and then have the children copy. Clap two times, pause, and then clap one more time. See how well the children can listen and wait to start to clap.
- **Loud & Quiet**—Have children listen to and do the movements to the song “We are the Dinosaurs,” by The Laurie Berkner Band.

INTERPERSONAL RELATIONSHIPS:

- **Dramatic Play Doctor's Office**—Provide props for children to use as if they were in a doctor's office. Limit the number of children who can play in the center to not overcrowd it. Help children decide who will be the doctor, patient, nurse, etc. Talk with them about who has been to see a doctor and what happened at the visit. Prop ideas: dress up clothes, stethoscope, gauze, ace bandage, chart, paper, marker, scale, etc. Dramatic play [Doctor's office ideas](#).
- **Greetings**—When children arrive in the morning, have them choose how they would like to be greeted by the teacher. Have pictures on a chart for children to choose from. Example: a fist bump, a high five, a handshake, a cute curtsy or bow, or a hug. Encourage children to greet each other using the chart. This activity can go on throughout the year. Change out some greetings for extra fun.
- **Please & Thank You**—Talk with children about how and when to use the words please and thank you. Practice with them on when to say these words. For added fun, sing the ["Please and Thank You Song"](#) by CoComelon.



LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Vocabulary**—Introduce vocabulary during conversation, songs, games, and stories. Use sign language as needed. Note: children will naturally drop the sign when they begin to use the words.
- **The Body Parts Game**—Using a Mr. Potato Head kit, have the pieces laid out on the table and ask the child, "Can you find the ____ and put it on the potato head?" If the child is not sure, give them hints and make it fun. Once the child has found the correct body part, have them put it on the correct spot on the potato head. For more of a challenge, choose a body part and ask, "What is the name of this body part and where should it go on the potato head?" This will give the child a chance to use their new vocabulary.
- **What's the Emotion?**—Draw emotions on plastic, pull-apart eggs. Add a little bit of modeling clay inside on the bottom end of the eggs so that they will stand up. Use the eggs to talk with children about what different emotion each egg is showing and what may cause that emotion. Have a mirror available for children to look into as they try to make the face that corresponds with the emotion they are learning about. Give the vocabulary for each emotion and as children learn the words, ask them to name of emotion that the egg they choose is showing. [Teaching Emotions](#).
- **Quiet Corner Feelings Board**—Create a space where children can go and take a break from the busy classroom activities or take a moment to calm down if they are feeling overwhelmed. In that space, have a feelings board with face pictures of different feelings: sad, angry, afraid/scared, tired, happy, excited, frustrated, worried, etc. Model how to express your own feelings and help children label their feelings using the pictures. Have a mirror in the quiet corner so the child can see their face as they label how they are feeling and point to the picture that best fits how they are feeling.

LISTENING/RECEPTIVE:

- **Grab Bag of Sounds**—Have a small bag with various animals and vehicles that the children have been introduced to. Have the child put their hand in the bag and give the sound of what they pull out. Ask if they can give the name of the item, too.
- **What's the Body Part?**—Using a long mirror, have the child find the body parts that are called out by the teacher. The teacher can say, "Stomp your feet," "Touch your nose," "Shake your head," etc.
- **Action Book**—Read the book *From Head to Toe*, by [Eric Carle](#). Explain to the children that they will need to listen so they know what movements they will need to make.
- **Listen Up! Beanbag Toss**—You will need several beanbags in primary colors, two or three of each color. Have several baskets set 3 to 5 feet from each child playing so they can toss the beanbag in it. Children will need to follow directions so they know what to do. Let the children know that when they hear the color of a beanbag, then they are to toss that one into the basket. **Say:**
 - *Toss the blue beanbag into the basket. Go through each color.*
 - *Challenge: Toss the blue beanbag and then the red beanbag into the basket. Say variations of the colored beanbags. [Be All Ears Bean Bag Toss](#).*

PREWRITING:

- **Cutting Playdough**—Place a piece of playdough that has been rolled out like a short snake on a tray along with child-sized scissors. Have the children use the scissors to cut the playdough into pieces. Explain to each child that once they have cut up the playdough, they can gather the pieces and squish them back together to make a ball and roll it out like a small snake and cut it up. [Playdough Scissors Skills](#).
- **Trace Your Letter**—Give a child some playdough and help them to roll it out. Have a strip of cardstock with their name written and a picture of them on it. Focus on the first letter of their name and talk about the lines in the letter (vertical, horizontal, wavy, etc.). Have some letter cookie cutters and help the child find the first letter of their name. Give the name and the sound of the letter or have the child give that if they are already familiar with this. Next, have straws that have been cut into smaller pieces and have them take straw pieces and place them on the line to make the letter with straws. They will be using their small motor muscles as they do this activity. [Pre-Writing with Playdough](#).
- **Crazy Straw and Felt Circles**—Purchase crazy straws and colorful felt pieces. Cut out small/medium circle shapes out of the felt and in each one cut a small slit in the middle. Have the children take a circle and place it onto the crazy straw and continue adding felt circles. [Crazy Straws](#).

PREREADING:

- **Body Part Match**—Have two pictures of various body parts: nose, eyes, mouth, teeth, tongue, ear, hand, and foot. Label each picture with the name of the body part so the child sees the word, too. Just start with the ones the child is most familiar with. Place one set on the table in a line and then have the child choose a card from the second set and place it next to the matching body part picture.
- **Label the Environment**—Create labels to place on items around the classroom with a picture and the word, such as the toy buckets with the picture and the word for the toys that are stored there. Label the child's cubby with a picture of them and their name, etc.

- **Give the Name of the Animal**—Using photo cards of animals, pick two pictures to show the child separately. As the child is shown the first picture, ask them to give the name of the animal. Notice how quickly the child can give the name and then move on to the next card and give the name of the next animal. The goal is for the child to begin to have an automatic response when they see the picture. Resource: [Infant/Toddler Photo Library Lakeshore](#). Add in one card at a time as the child is able to recognize the pictures and give the sounds.
- **Book Nook**—Set up a cozy book nook for children to “read” books. In a quiet area of the room, have a soft rug, cozy pillows or beanbag chair, basket for board books, and stuffed animals to “read” to.

VOCABULARY:

- Every two-year-old should be able to use the following twenty-five words. The normal range is to be able to say 75-225 words.

Mommy	yes	banana	hat	bye-bye
Daddy	no	cookie	book	nose
baby	dog	car	more	eye
milk	cat	hot	all gone	bath
juice	ball	thank you	hello, hi	shoe

- **Body Parts**—What you will need: plastic container lids; pictures of nose, eyes, hands, etc.; and packing tape. Tape pictures to the plastic lids. Have the child choose a lid, give the name of what is in the picture, and then help them point to where that body part is on their body. Between age 2 and 2 ½, a child will be able to identify all the basic body parts: head, nose, eyes, ears, arms, legs, hands, and feet.
- **Dress-Up**—Have a variety of dress-up items such as gloves, hats, socks/shoes, sunglasses, and earmuffs. Identify where the items go: “The hat goes on your head,” etc. To make it more of a challenge, you can provide different colors of the items and ask them to put the red hat on their head and so on.
- **Object Matching**—Have a small picture of a bug along with a plastic bug. Take pictures of plastic bugs and make cards with them. Place plastic bugs in a container and let children match them. Show children pictures and repeat the names as you match the items. Do the same with puppies, kitties, birds, cows, sheep, horses, etc. Practice the sounds the animals make: bowwow, meow, moo, baa-baa, neigh.
- **Give the Name of the Animal**—Using photo cards of animals, pick two pictures to show the toddler separately. As the toddler is shown the first picture, ask them to give the name of the animal. Notice how quickly they are able to give the name and then move on to the next card and give the name of the next animal. The goal is for toddlers to begin to have an automatic response when they see the picture. Resource: [Infant/Toddler Photo Library Lakeshore](#). Add in one card at a time as they are able to recognize the pictures and give the names.
- **Book Nook**—Set up a cozy book nook for toddlers to read books. Have a soft rug, cozy pillows or beanbag chair, basket for board books, and stuffed animals to read to in a quiet area of the room.

VOCABULARY:

- **Identify Body Parts**—What you will need: plastic container lids; pictures of nose, eyes, hands, etc.; and packing tape. Tape pictures to the plastic lids. Have the toddler choose a lid, give the name of what is in the picture, and help point to where that body part is on their body. For younger toddlers, draw a lid out of a bag. Then show them the picture and give the name of the body part, (i.e. nose, eyes, hands, ears). Take their pointer finger and help them touch that same body part on their body.
- **Object Matching**—Small picture of a bug with a plastic bug. Take pictures of plastic bugs and make cards with them. Place plastic bugs in a container and let toddlers match them. Show toddlers pictures and tell them the names as you match the items. Do the same with puppies, kitties, birds, flowers, etc.



COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **Sandpaper Chalk**—Give each child a square of sandpaper, feel it and explore its texture, and then have them draw with chalk on the sandpaper.
- **Self-Portrait**—Take the outer section off of a pizza box and paint it white (this will be the frame effect). Then add a picture of the child from a black and white print (could be on a copier). Do not use glossy paper. Cut away the background and glue the picture to the bottom edge of the box. Children can then create a design around their portrait using crayons, chalk, etc.
- **Movement**—Play music and have children stomp their feet or clap their hands in time to the beat.
- **Collage**—Use a paper plate for the face and use objects to create a face collage. The items can be glued on or just placed on, and a picture taken. This could be repeated over and over. Pictures of eyes, ears, nose, and mouth could also be used.

MATH:

- **Counting**
 - Read the book “Ten Little Fingers and Ten Little Toes” by Mem Fox & Helen Oxenbury
 - Read Poem – “Ten little Fingers” and have the children do the hand motions.
- **Number Hop**—Place three colored squares on the floor. Use tape to secure them if needed. Have a number on each of them along with the number of dots to match. Start with numbers 1, 2, and 3. Have the children take turns hopping on each square and counting out the number of dots on the square. Example: “I see one dot; the number is 1.” Help children count the dots and say the number name. As the children learn the numbers, the teacher can add one more for them to count.
- **Sort & Count**—Have a variety of building blocks. Have the child sort them by shape and then have them count how many there are of each shape.



SPATIAL RELATIONSHIPS:

- **Treasure Hunt**—Hide several objects or small toys for the children to look for. Give clues to help them find the treasures. Examples: “The toy dog is under the blanket.” “The red block is in the basket by the door.” “Can you find the book in the blue box?” etc. You can use other words such as: the top, middle, or bottom shelf; behind; above; or beside.
- **Fill the Shape Puzzles**—Using magnetic tiles, make different shapes and, if indoors, then trace around them with painter’s tape on a table or on the floor. Use chalk on the sidewalk for outdoors. Place the magnetic tiles in a box and then work with the children to fill the shapes with the tiles so they make a puzzle. Observe to see if they can fill a shape on their own.
- **People Puzzles**—Use pictures of children and teachers in the classroom to laminate and then cut into **two pieces** at various angles for each one. Have children find the matching piece to make the pictures of the people in their classroom.

SCIENCE:

- **Animal Match**—Let children observe classroom pets or pictures of animals. Ask the little ones to match the animals’ pictures to a picture of their nose, ears, hair, etc.
- **Water**—Using a bin of water, the teacher can tell the little ones that Jesus made the water to help keep us clean, etc. Add some soap bubbles for them to play with. Let them bathe a “baby” doll or a plastic pet with a small washcloth.
- **Discovery Bottle**—Take a water bottle filled with water, add a leaf, a small pine branch, or several small pebble rocks, etc. Glue the lid on and wrap with duct tape for additional security. Make several and leave them out for the children to inspect/discover.

SOCIAL STUDIES:

- **Community Helpers**—Show the children some pictures of community helpers. See if they know what each one’s job is.
- **Community Helpers Play Hats**—Have each child choose a hat and then tell what community helper they are and what their job is.
- **Community Helper Visit**—Have a community helper visit the classroom or take a field trip to their workplace.



ASSESS

Record developmental milestones.



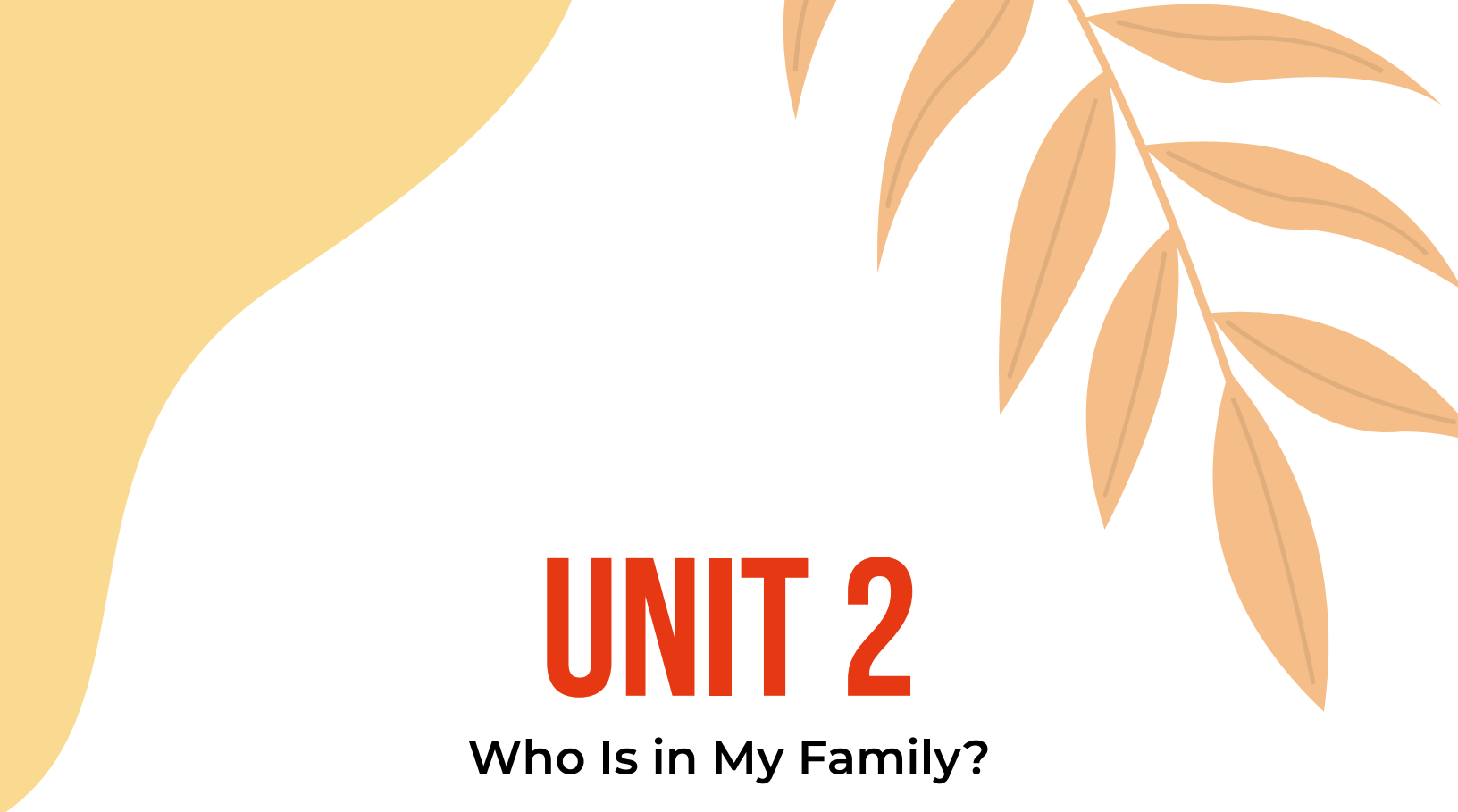
CELEBRATE

At the end of this unit, celebrate by taking a picture of each child. Create a portfolio that will include each month’s celebration activity.



MATERIALS

- Baby picture for each child
- Books: *I'm Growing*, by Alikì; *When God Made You*, by Matthew Paul Turner; *From Head to Toe*, by Eric Carle
- Senses: things to smell, taste, touch, see and hear
- Handheld mirror
- Painter's tape
- Medium-sized ball
- Two baskets with items children can easily carry
- Age-appropriate puzzles
- Playdough
- Pom-poms
- Two cups
- Clothespin
- Small paper cups with different foods in them
- Small tub of colored water in a larger tub
- Funnel, jars, ice cube trays, a small pitcher, and measuring cups
- Large blocks, an opened-up cardboard box, or [ramps from a school supply](#)
- Picture of each child's immediate family
- Pictures of hands, feet, eyes, nose, mouth, ears, face, etc. (two of each)
- Clear contact paper
- Doctor's office prop ideas: dress-up clothes, stethoscope, gauze, ace bandage, chart, paper, marker, scale, etc. (dramatic play [doctor's office ideas](#))
- Poster board
- Pictures of a fist bump, a high five, a handshake, a curtsy or bow, or a hug
- Mr. Potato Head kit
- Plastic, pull-apart eggs
- Marker
- Modeling clay
- A feelings board with face pictures of the different feelings: sad, angry, afraid/scared, tired, happy, excited, frustrated, worried, etc.
- Small bag with various animals and vehicles
- Beanbags
- Child-safe scissors
- Letter cookie cutters
- Straws
- Crazy straws
- Colorful felt pieces
- Create labels to place on items around the classroom with a picture and the word.
- [Infant/Toddler Photo Library Lakeshore](#)
- Soft rug, cozy pillows or beanbag chair, basket for board books, stuffed animals
- Plastic container lids
- Dress-up items such as gloves, hats, socks/shoes, sunglasses, and earmuffs
- Pictures of plastic bugs
- Plastic bugs
- Sandpaper
- Chalk
- Pizza box (one for every two children)
- White nontoxic paint
- Black and white copy of child's picture
- Paper plates
- Glue
- Colored construction paper
- Blocks
- Magnetic tiles
- Pictures of children and teachers in the classroom
- Bubble solution
- Doll and washcloth
- Pictures of community helpers
- Community helper hats



UNIT 2

Who Is in My Family?

Weeks 5-8

Memory Verses:

“God gives us families....”

Psalms 68:6

“Love one another....”

1 Peter 3:8



BIG IDEA

God created families to love one another.

Themes

- God gave me a mommy and a daddy
- God gave me a sister and a brother
- God gave me grandparents
- God gave me a big family



ENGAGE

MUSIC/MOVEMENT:

- This Is My Family
- Where's My Family? (*Where Is Thumbkin tune*)
Where is daddy, where is daddy?
Here I am, here I am.
How are you today sir, how are you today sir?
Very well, very well.
Where is mommy...
Where is brother...
Where is sister, etc.? Use finger puppets or pictures.
- We Are a Family
- He's Got the Whole World in His Hands
- With Jesus in the Family Happy, Happy, Home
- Over the River and Through the Wood

BIBLE STORIES:

Baby Jesus

Week 1

A long time ago, in a little town called Nazareth, there lived a young couple named Mary and Joseph. They were very excited because Mary was going to have a baby. They knew this baby was very special because an angel had told them that he would be the Son of God.

One day, the Roman emperor asked everyone to go to their hometown to be counted in a census. So Mary and Joseph had to travel to Bethlehem, even though Mary was going to have a baby soon. They traveled for many days on a donkey until they reached Bethlehem.

When they arrived, the town was crowded with people who had also come to be counted. Mary and Joseph were tired, and they couldn't find a place to stay. They went from inn to inn, but all the rooms were full. Finally, they came across a stable, a place where animals lived, and the kind innkeeper allowed them to stay there.

That night, something very special happened. In that humble stable, Mary gave birth to a beautiful baby boy. They named him Jesus, just as the angel had told them to. Mary wrapped baby Jesus in soft cloths and laid him in a manger, which is a feeding trough for animals.

Week 2

Outside, in the dark and quiet night, there were shepherds taking care of their sheep. Suddenly, an angel appeared to them and a bright light filled the sky. The shepherds were scared at first, but the angel said, "Do not be afraid! I bring you good news of great joy. Today, in the city of David, a Savior has been born, who is Christ the Lord. You will find the baby wrapped in cloths and lying in a manger."

The shepherds were filled with joy and excitement. They hurried to the stable to see the baby Jesus. When they arrived, they found Mary, Joseph, and the baby, just as the angel had said. They knelt and worshipped him, giving thanks for the miracle they had witnessed.

Meanwhile, in a faraway land, wise men saw a special star in the sky. They knew that this star was a sign of the birth of a great king. They followed the star, traveling for a long time until they reached Bethlehem.

When the wise men arrived at the stable, they found Jesus with Mary and Joseph. They presented him with gifts of gold, frankincense, and myrrh. They bowed down before him, recognizing him as the King of Kings.

And so the baby Jesus brought hope, love, and joy to all people, teaching them to be kind and caring toward one another. The story of his birth reminds us that miracles can happen in the humblest of places and that love is the greatest gift of all. The love of family fills our hearts with love for all those around us.

Noah and His Family

Week 3

Long ago there lived the family of Noah. Noah was married, and he and his wife had three strong sons who loved to run, jump, and play games together. Noah and his family followed God the creator. They prayed to God every day and had family worship together, praising God for blessing them.

One day, God talked with Noah and showed him a BIG boat that He wanted Noah to build, that would be a safe place for his family and all the animals to be when a flood came to cover the whole earth. Noah loved God very much and obeyed God in all things, so he began to build this special boat called an ark.

Week 4

Noah's three sons kept growing stronger every day. They could run farther and climb trees faster each year as they grew. They also loved God and obeyed His instructions. Their father Noah asked them to help build the **BIG ARK**, and they all had special jobs to do. They went and got the logs from the tall, tall trees to build the ark just as God instructed. They hammered special nails to keep the ark strong. Then they covered it with pitch to keep the water out.

Now the three boys were all grown up because it took many years for them to build the **BIG ARK**. The three boys found girls who loved God and became families. They all continued to pray together and worship God the creator as a family.



Review the story using props.

Questions to ask:

- 1) How many people are in your family?
- 2) Who are the people in your family?
- 3) Do you like receiving gifts?

LET'S READ TOGETHER:

- *Thank You, God, For Daddy*, by Amy Parker
- *Thank You, God, For Mommy*, by Amy Parker
- *Thank You, God, For Grandma*, by Amy Parker
- *Thank You, God, For Grandpa*, by Amy Parker
- *What Brothers Do Best*, by Laura Numeroff
- *What Sisters Do Best*, by Laura Numeroff
- *This Is the Church*, by Sarah Raymond Cunningham
- *Open the Church Door*, by Christopher Santoro



APPLY IT

ACTIVE PLAY:

Find a Family Member

Gather pictures of each child's family and individual pictures of the family members. Using contact paper, put the child's family picture on the wall at eye level. Have each of the individual family members' pictures in a basket. The teacher or the child will choose a picture out of the basket and then find them in the family picture and point to them. **Say:** "Look, we chose mommy, let's find mommy in the family picture." Or **Say:** "Who did you choose?" Give the child time to respond if they are able. Say: "Did you choose mommy? Can you find mommy in the family picture?" Have the child point to or touch their mommy in the family picture. Go through all the family members.

Build a Home

Use soft blocks or cardboard blocks to build a family home. For younger children, help them pick up a block and stack them to make a home. Sing the song, "With mommy in the family, happy, happy, home." Change to daddy, sister, brother, grandmother, grandfather, etc.

How Many People Are in Your Family?

Using the individual family pictures, count out how many people are in their family including the child. The teacher will count when they pull out a picture of their family to place in front of them, or for older children, count as they pull out each picture.

Transportation

Talk about how they got to class that day. Did they ride in a car? A van? A truck? A bus? Or walk? Have pictures of different vehicles for them to choose.

RHYMING:

D-A-D (*Sung to the tune of Jingle Bells*)

D-A-D, D-A-D,

Dad is my best friend.

We play games, we go to the park,

The fun just never ends!

D-A-D, D-A-D,

I love to hold your hand,

It feels so good, it feels so safe.

You're the best dad in this land!

Mommy (*Sung to Oscar Mayer tune*)

Oh, my mother has a special name,

It's M-O-M-M-Y!

My mother has a special name,

It's M-O-M-M-Y!

Oh, I love to hug her every day.

And when I kiss her, I will say.

Mommy, Mommy, I love you!

I-L-O-V-E-Y-O-U!

Some families are large (*spread arms out wide*)

Some families are small (*bring arms close together*)

But I love my family (*cross arms over chest*) best of all!

These Are Grandma's Glasses

These are Grandma's glasses. Make "glasses" over eyes with fingers.

This is Grandma's hat. Place hands close together over head.

And this is the way she folds her hands Clasp hands together.

And lays them in her lap. Place hands in lap.

These are Grandpa's glasses. Make "glasses" over eyes with fingers.

This is Grandpa's hat. Place hands farther apart over head.

And this is the way he folds his arms Cross arms.

And takes a little nap. Place head on arms, as if sleeping.

A House for Me

Read the story *A House Is a House for Me*, by Mary Ann Hoberman.

Add props for the children to help read the story.

This is a nest for Mr. Bluebird (*cup hands together*)

This is a hive for Mrs. Bee (*make a fist*)

This is a hole for bunny rabbit (*make a circle with thumb and forefinger*)

And this is a house for me (*place fingertips together to form a roof peak over head*).



ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the two-year-old classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the infant. Sensory play enhances the overall development of a child's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **Obstacle Course**—Place a few objects in a line for the child to maneuver over, under, and through. Examples: a pile of pillows, a tunnel (use either a premade pop-up tunnel or make one by lining up chairs and covering with cloth), paper or mats to make a “stepping-stone” path, jump ropes to make a curvy path, and a rolled-up rug or blanket to make a soft “balance beam.” Designate some areas as “lava” and provide pathways or stepping stones to navigate through the area. Change it up to adjust difficulty to make it easier or more challenging.
- **Slides**—Provide a small indoor slide or ramp to climb up and slide down.
- **Ball Toss**—Gather plastic balls or lightweight soft toys and a laundry basket. Have children toss the toys into the basket. Adjust distance as needed. Add a challenge such as standing on one foot. Turn around once before tossing the object. Take three steps backward and then toss, etc.

FINE MOTOR:

- **Family Member Match**—Have pictures of family members glued to poster board or cardboard. Use a Velcro dot on each picture and have corresponding pictures to match. Ask the children, “Can you match the daddies?” “Can you match the mommies?” Ask about other family members as well. “Show me how you can match them.” Then let them match the pictures.
- **Lacing**—Using medium-sized wooden beads and some thick shoelaces or rope, have the children lace the beads onto the rope. Make your own using small napkin rings or Melissa & Doug Primary Lacing Beads with 30 Beads and 2 Laces.
- **Q-tip Drop**—Save a parmesan cheese shaker bottle. Clean and put the lid back on. Open the lid to the side with holes. Let the child put Q-tips through the holes into the bottle. Empty and repeat.

SELF-HELP:

- **Put It Away**—Have children learn to take off their coats, shoes, or sweaters and put the items in their own cubbies. This will help children to become more independent.



- **Ah-choo!**—Teach each child to sneeze into the crook of their elbow. Have tissues easily accessible so they can practice blowing their nose, too. To help a child understand how to blow air through their nose, use a toilet paper tube and a pom-pom. Place the pom-pom in the tube and place it up to their nose. Have them blow air through their nose to blow the pom-pom out of the tube.
- **Washing Hands**—Provide a soap dispenser that is easy for children to use and make sure they can reach the sink using a step stool if needed. Teach them when they need to wash their hands throughout the day: before eating, after diaper changing or using the potty, after they blow their nose, etc. After they have washed their hands, teach them to use a paper towel to turn off the water and then dry their hands.

SENSORY DEVELOPMENT:

- **Smash-Up**—In a bin, put in some cleaned eggshells. Provide a toddler hammer and let the children smash up the eggshells.
- **Scoop & Transfer**—Have two bowls and a large spoon. In one bowl have water beads and have the child transfer them from one bowl to the other.
- **Light Table**—Provide colorful transparent items that children can place on a light table so they can see them shine. Possible items: colorful transparent shapes, tactile shells, cello sheets, etc. DIY Light Table.



SOCIAL & EMOTIONAL

SELF-AWARENESS:

- **Blow the Balloon**—When children have feelings they are not sure how to deal with, teach them to pause and take deep breaths like they are blowing up a balloon. They will take deep breaths and then let out the air. To teach them this concept, use the fun song “Blow the Balloon,” by Ella Jenkins.
- **Showing Kindness**—Begin to talk with children about what it means to be kind and how that brings happiness to them and others. Read the story *Fill a Bucket: A Guide to Daily Happiness for Young Children*, by Carol McCloud and Katherine Martin.
- **Kindness Wall**—Throughout the day, make notes on ways children are showing kindness. To go along with the book about filling each other’s buckets, have a picture of a bucket on the wall and then use post-it notes to write down the acts of kindness. Discuss with children how they or others showed kindness. Talk with the children about how they may not have filled a bucket and how they could do better next time. This could be a good discussion for end of the morning circle time. Example: Kindness Wall.

SELF-CONTROL:

- **Transition**—When moving from the outside playground to the classroom, have the children transition in a fun way. Examples: hop like a bunny to go inside, fly like a bird, buzz like a bee, walk backwards, etc. The children will have to focus on the action to get into the classroom. Then they can continue the movement to their cubby to put their shoes and coat away.

- **Freeze!**—Children love to move and then quickly stop. Playing the freeze game will help them to listen to the music and then be ready to stop and freeze until the music begins again. They are learning to control their movements. Use this fun song for the activity: [“The Freeze,”](#) by Greg and Steve Music.
- **Bubbles**—Explain to the children that when the teacher blows the bubbles, they will have to wait to pop the bubbles until the teacher says, “Go!” Then they have to stop when the teacher says, “Stop!” Observe the children to see how they can wait until the teacher says, “Go!”

INTERPERSONAL RELATIONSHIPS:

- **Clean-Up Partners**—At clean-up time, have children work with a partner to clean up a certain area. To make it more fun, use the [“Clean Up Song,”](#) by Saddleback Kids. When the song is over, have the children show their cleaned-up area. Give praise for their efforts.
- **Take Turns with Dominos**—With a small group of children, have them take turns with matching the dots or pictures on dominos. [Picture dominoes.](#) Observe how the children can wait their turn, help others with finding a match, keep focused on the game.
- **Dramatic Play-House Center**—Provide dress-up clothes and home supplies for the house play center. During play is a time when children feel comfortable practicing or acting out social skills in various social situations. Encourage children to use learned vocabulary to communicate their feelings, or what they need, during play.



LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Vocabulary**—Introduce vocabulary during conversation, songs, games, and stories. Use sign language as needed. Note: children will naturally drop the sign when they begin to use the words.
- **Ring, Ring, Who’s Calling?**—Have children bring in pictures of their family members. Using a play phone, play a game with the child about who is calling them. Have the child choose a picture and then pick up the phone and say with them: “Ring, ring, who’s calling?” Then have the child say who is in the picture: mommy, daddy, brother, aunt, uncle, sister, grandpa, grandma, etc. The child can pretend to have a short conversation with them. [Lakeshore Hear Myself Sound Phone.](#)
- **Drive Your Name**—Have the child’s name written on a strip of cardstock. Using poster board or a large piece of cardboard, create a “parking lot.” Next, use painter’s tape to put a letter for the child’s name on each car. Place the child’s name in front of the “parking lot” and have the child find the matching letters and park them in the order of the letters in their name. [Learn Your Name with Cars.](#)
- **Describe What You Find**—Using a lunch-sized paper bag, place items that children can learn to describe. Use familiar items and have the children give the name, describe what colors they see, and if it is big, small, heavy, light, soft, hard, bumpy, rough, etc. Introduce children to new vocabulary and model how to describe the various items they choose from the bag. [What’s in the Bag?](#)

- **Primary Color Sort**—Have a basket with items in the primary colors red, blue, and yellow. Laminate construction paper in each primary color or have baskets in the primary colors. Have the children sort the items by first saying the name and color of the item they choose and then place it on the correct color of construction paper. [Color Matching](#).
- **Quiet Corner**—Continue with the quiet corner space where children can go and take a break from the busy classroom activities or take a moment to calm down if they are feeling overwhelmed. In that space, have a feelings board with face pictures of the different feelings: sad, angry, afraid/scared, tired, happy, excited, frustrated, worried, etc. Model how to express your own feelings and help children label their feelings using the pictures. Have a mirror in the quiet corner so the child can see their face as they label how they are feeling and point to the picture that best fits how they are feeling.

LISTENING/RECEPTIVE:

- **Prepositions**—Use a small beach ball and a laundry basket. Have the child hold the ball and follow the instructions the teacher gives. (New prepositions will be added each unit.)
 - Place the ball in the basket
 - Sit **under** the ball (*have the child hold the ball over their head*)
 - Place the ball **behind** the basket or stand **behind** the ball
 - Stand **in front of** the ball or place the ball **in front of** the basket
 - Stand **between** the ball and the basket
 - Lean **on** the ball or place the ball **on** the basket
 - Hold the ball **above** the basket
 - Stand **beside (next to)** the ball or place the ball **beside (next to)** the basket
- **Animal Sound Match**—Using the [Lakeshore Infant/Toddler Photo Library](#), choose two animal pictures and say or play the sound of one of them. After listening to the sound, have the child choose the animal that makes the sound they hear. Ask if they can give the name of the animal, too. [Animal Sounds](#).
- **Wiggle & Freeze**—“The Freeze,” by Greg and Steve Music. Have the children listen to the song and follow the directions.
- **Quiet or Loud?**—Have a tin can with a lid and various items to put inside. Have the child choose an item to put in the can and then put the lid on and let the child shake the can. Have the child stop and ask them if the item in the can made a quiet sound or a loud sound. Continue with the other items. Ideas for quiet items: tissue paper, pom-poms, chenille stem, straws, socks, ribbon, etc. Items for loud noise: large buttons, rock, utensils, wooden beads, etc. [Noisy & Quiet](#).

PREWRITING:

- **Playdough Squeeze**—Have the children use a [lemon squeezer](#) or a [garlic press](#) to press playdough through the holes. This will help children strengthen their small motor muscles, which is a precursor to using a writing tool.
- **Lines in a Tunnel**—Tape a large piece of light-colored butcher paper on the floor. Draw tunnels that children can draw lines in. Draw a horizontal line, curvy line, and zigzag line. Tape a marker to the back of several toy cars and have the children drive their cars through a tunnel as the marker draws a line. They can drive their cars through the tunnel several times.



- **Straws and Chenille Stems Color Match**—Using straws and chenille stems in the primary colors (red, blue, yellow), have the child find the color match and put the chenille stem through the straw. Have them continue until all the chenille stems have been matched with a matching color straw.
- **Name with Dots**—On an 8 ½x11 piece of cardstock, write the child's name in large letters. Provide sticker dots that they can peel off and place on the lines of the letters in their name. If easier, just print the first letter of their name.

PREREADING

- **Board Books About Families**—"Read" the story to the child as you point out people in the pictures.
- **Family Cards**—Have families bring in or send pictures of their immediate and extended family together and individually. Glue the pictures on 4x6 index cards and laminate them. Using a small square box, cut a slot in the top. Have the child choose a picture from their pile and say who it is or the teacher can say who it is. Then the child can take the card and drop it through the slot on the box.
- **Story Basket**—Have a basket with items that represent easy stories for children to retell and the book for a guide. Provide stick puppets, finger puppets, or items to help to retell a familiar story. Story example: [Brown Bear, Brown Bear What Do You See?](#) by Bill Martin, Jr.
- **Transportation Vehicles**—Using photo cards of types of transportation vehicles, pick two different pictures to show the child separately. As the child is shown the first picture, ask them to give the name of the transportation vehicle. Notice how quickly the child can give the name and then move on to the next card and give the name of the next vehicle. The goal is for the child to begin to have an automatic response when they see the picture. Resource: [Infant/Toddler Photo Library Lakeshore](#). Add in one card at a time as the child is able to recognize the pictures.

VOCABULARY

- **Build Social Function Vocabulary Words**—How do we ask mommy for a glass of water? Hold object for child and ask what they should say if they want it. Say, "Please." When you give it to them, what do they say? "Thank you." What do we say when mommy or daddy leave? "Bye-bye." Or when they come? "Hi." What if we make them sad, or accidentally hurt them? "Sorry!" Let them demonstrate.
- **Things Around the House**—Provide common objects or pictures from around a house that families might use, such as a diaper, shoe, sock, bowl, spoon, plate, shirt, pants, hat, towel, blanket, banana, apple, water.



COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **Name**—Use painter's tape to spell out each child's name, have them paint over the paper (could use inside of a freezer bag), remove the tape, and the child's name appears in white with paint around it.

- **Family Portrait**—Have each child bring in a family picture. Create a frame with foam shapes and add heart stickers.
- **Movement with Scarves**—Give each child a scarf and play the song “I Put My Scarf on My Head,” by Sukey Molloy. Have the children follow the directions in the song.
- **Collage**—Build houses out of blocks; bring items from outside to create extensions to the project. Take a picture to capture the moment.

MATH:

- **Counting Poem “Family Finger”**

Daddy finger, daddy finger
where are you?
Here I am, here I am
How do you do?

Mommy finger, mommy finger
where are you?
Here I am, here I am
How do you do?

Brother finger, brother finger
where are you?
Here I am, here I am
How do you do?

Sister finger, sister finger
where are you?
Here I am, here I am
How do you do?

Baby finger, baby finger
where are you?
Here I am, here I am
How do you do?

- **Clapping Patterns**—Recite poems or nursery rhymes while the children clap their hands or stomp their feet to the rhythm. The patterns are early math skills.
- **Blocks**—Children can explore and learn shape and size. Encourage them to build a tall tower. Count them as you stack them. Ask the colors, the shapes, etc. “That block is a cube; the sides are square.” Examples: circles, half-circles, cylinders, triangles, rectangles. Help them become familiar with the shapes and their names.
- **What’s the Routine?**—Gather pictures of activities they do each day. Talk about the routine they follow. Can they put them in order? What do they do first? Then what? What happens after they eat lunch? Children begin to learn about patterns and time.

SCIENCE:

- **Body Trace**—Use large paper and trace around the child, drawing simple pants and shirts on the paper. Then let them color themselves and make their own faces. Hang up each child’s body coloring for families to see.



- **Handprints**—Use large ink pads and have each child place their hand on an ink pad. Then help them press their hand on a piece of paper. Take the handprints and make a magnified copy of each one. Show the children the various fingerprint lines and point out that each person's fingerprint is different. Discuss with the children how God made each of them unique. Place the handprints at the children's level so they can continue to explore each hand/fingerprint. Cover the pictures with clear contact paper so they will last longer.
- **Magnets: Will It Stick?**—Provide children with magnet wands and show them an example of what the magnetic wand will stick to and what it will not stick to. Along with the metal objects that are already part of the classroom, put magnetic and non-magnetic items inside clear bottles. The children can walk around the classroom touching their wand to the various bottles and items to see where the wand sticks, what sticks to it, and what does not stick to it. **Example of items to put into the bottles:** paper clips, pieces of chenille stems, nuts and bolts, magnetic counter chips, jingle bells, etc. **Explain** to the children that magnets are a type of rock or a piece of metal that can attract or pull specific types of metal toward themselves.

SOCIAL STUDIES:

- **My Family**—Teachers can place pictures of the children's immediate families around the classroom. Then take them for a walk around the room. They can look for families and talk about the different families that God made.
- **My Bigger Family**—Have children bring in pictures of them with their extended family, grandparents, aunts, uncles, and cousins. Discuss how they have people that are part of their family that may not live with them. Share that we are all part of God's large family.
- **Where You Live**—Discuss with children about where they live and explain what a neighborhood is. Show pictures of different homes that people live in and have them share what looks most like where they live. Examples of homes: subdivision, townhome, apartment, etc. For more discussion, have children bring in a picture of their home and have them share about their home and neighborhood.



ASSESS

Record developmental milestones.



CELEBRATE

At the end of this unit, celebrate by having the child paint a picture of their family. Add the art to the portfolio.



MATERIALS

- Pictures of each child's family and individual pictures of the family members
- Contact paper
- Baskets
- [Slide or ramp](#)
- Soft blocks
- Pictures of different vehicles
- Books: *A House Is a House for Me*, by Mary Ann Hoberman; *Fill a Bucket: A Guide to Daily Happiness for Young Children*, by Carol McCloud and Katherine Martin
- Pillows or pop-up tunnel
- Mats to make a "stepping-stone" path
- Jump ropes
- Blanket
- Plastic balls or lightweight soft toys
- Laundry basket
- Poster board or cardboard
- Velcro dots
- Medium-sized wooden beads and thin rope or [Melissa & Doug Primary Lacing Beads with 30 Beads and 2 Laces](#)
- Parmesan cheese shaker bottle
- Q-tips
- Toilet paper tube and pop-poms
- Plastic bin
- Washed eggshells
- Toddler hammer
- Bowls
- Large spoon
- Water beads
- Light table: [DIY Light Table](#)
- Colorful [transparent shapes](#), [tactile shells](#), [cello sheets](#), etc.
- Picture of a bucket or draw your own
- Sticky notes
- Bubble solution
- [Picture dominoes](#)
- House dramatic play items: dress-up clothes, house wares, etc.
- [Lakeshore Hear Myself Sound Phone](#)
- Cardstock
- Painter's tape
- Markers
- Toy cars
- Lunch-sized paper bag
- Items that children can learn to describe that fit in the paper bag
- Items in the primary colors red, blue, and yellow
- Colorful construction paper
- Feelings poster
- Handheld mirror
- [Lakeshore Infant/Toddler Photo Library](#)
- Tin can with a lid and various items to put inside
- Playdough
- [Lemon squeezer](#) or [garlic press](#)
- Butcher paper
- Straws
- Chenille stems
- Sticker dots
- A diaper, shoe, sock, bowl, spoon, plate, shirt, pants, hat, towel, blanket, banana, apple, water
- Nontoxic washable paint
- Foam shapes
- Glue
- Scarves
- Wooden blocks
- Pictures of the daily routine
- Large ink pad
- Magnetic wands
- Water bottles
- Magnetic items, paper clips, chenille stems, nuts and bolts, etc.



UNIT 3

My Community

Weeks 9–12

Memory Verses:

“God is Love.”

1 John 4:8

“God gives people to help me.”

1 Corinthians 12:28



BIG IDEA

God created helpers at home, school, and in my community.

Themes

- Helpers at home
- Helpers at school
- Helpers in my community



ENGAGE

MUSIC/MOVEMENT:

- There Were Twelve Disciples
- Twelve Disciples
- Twelve Disciples (with sign language)
- Twelve Disciples Song
- This Little Light of Mine
- Walking With Jesus Today
- Silver and Gold Have I None

BIBLE STORY:

Jesus' Twelve Helpers

Week 1

When Jesus grew up into a man, God had a special job for Him to do. Jesus was kind and loving to all those He met and loved children very much. He knew that to do this special job, He needed helpers who wanted to follow Him and learn from Him. Jesus started looking for men who would be His helpers.

One day Jesus saw two brothers fishing; one was Simon and the other was Andrew. Jesus asked them if they would be His helpers and share the good news about Heaven. They both said yes! Then Jesus met two other brothers, James and John, and asked them, "Do you want to be my helpers and share the good news about Heaven?" Then eight more men agreed to become Jesus' helpers: Philip, Bartholomew, Matthew, Thomas, James, Simon, and two men named Judas. Jesus' helpers traveled with Him to many faraway places. He explained His plan to them, to share with others about love, compassion, and the ways of God.

Week 2

Jesus decided to gather His twelve special helpers to assist Him in a special mission: to bring love and kindness to many people and tell them that Heaven is a wonderful place.

The helpers were excited and eager to join Jesus in this mission. Each helper had a unique talent, and they used their skills to engage with the people and share the good news of

Heaven. Peter always volunteered quickly to lead. James and John lifted loud voices in praise. Andrew gave quiet words of encouragement. Philip, Bartholomew, Simon, James, and Judas preached far and wide. Matthew wrote about Jesus. Thomas was faithful to share the good news of Heaven.

Week 3

Many times, children came to see Jesus. He always had time for them and would pray and bless each one.

Jesus told His helpers that He would return to Heaven and that He needed them to continue helping Him spread God's news about Heaven. He told His helpers that soon, He would come back and take everyone who wanted to go to Heaven to live with God the Father and with Him.

Week 4

Review the story using props.

Questions to ask:

- 1) Are you a special helper at home?
- 2) Are you kind and loving with your friends and family members?
- 3) Do you want to go to Heaven and live with Jesus?

LET'S READ TOGETHER:

- *Indestructibles: My Neighborhood*, by Maddie Frost
- *Lift the Flap: Community Helpers*, by Wonder House Books
- *Mommy's Big Helper*, by Rufus Downy
- *Indestructibles: Let's Be Kind*, by Amy Pixton
- *This Is the Church*, by Sarah Raymond Cunningham
- *Open the Church Door*, by Christopher Santoro
- *My 1st Book of Community Superheroes*, by Sara Kale
- *Hello! Hometown Heroes*, by Toni Armier



APPLY IT

ACTIVE PLAY:

- **Silver and Gold Have I None**—Provide small blankets for children to pick up and then walk and leap, creatively moving around the room.
- **Clean Up**—Have small dust pans and small handheld sweeping brushes for children to use to sweep up items.
- **Pets**—Provide stuffed animals that represent pets that children can pretend to feed and care for. Provide empty pet food containers for children to use to pretend to get food for the pets.
- **Visitor**—Invite a community helper to come and share about their job.

RHYMING:

Pick the toys up
Big and small.
With these hands
We'll do it all.
We can do it
You and me
Helping others
One, two, three.

Tune: Twinkle, Twinkle, Little Star

I will sing and play with you
Jesus helped His good friends, too.
I can help you tie your shoe,
To help you know that God loves you.
I will sing and play with you.
Jesus helped His good friends, too.

My House

Let's go to my house.
Let's go today.
I'll show you all the rooms
Where we work and play
Here is the kitchen
Where Mother (or Father) cooks for me.
Here is the living room
Where I watch TV.
Here is the dining room.
We eat here every day.
And this room is my room
Where I sleep and play.

How to Help

Teachers teach us ABCs
Shapes and colors, 123s.
Doctors help us when we're sick
Medicine will do the trick!
Firefighters put out fires.
Mechanics fix our cars and tires.
Police help keep things safe for you.
What job do you want to do?





ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the two-year-old classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the child. Sensory play enhances the overall development of a child's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **Jump the Lines**—Place six strips of painter's tape on the floor, about a foot apart. Number each line 1-6. Have a child stand on the first tape line and then jump as far as they can. Help them track how far they jumped by counting the lines they jumped.
- **Balance Beam**—Make your own balance beam with two 2x4s, one cut into two 12" pieces and the other cut to 47". Sand down the edges and then use screws and a drill to hold the pieces in place. Have the children practice walking on the balance beam. This activity helps to support the child's vestibular system. The vestibular system originates in a person's inner ear and controls many things including balance. It helps people know where they are in the world, helps people maintain vertical posture, and is essential for coordinated movement. Additionally, the vestibular system is essential in helping people concentrate, focus and be still (The Kananaugh Report). To purchase a balance beam for two-year-olds: Community Playthings.
- **Popcorn**—Using a small parachute, place several various sizes of balls in the middle. Have the children each hold an edge of the parachute and then have them all lift it up and down while watching the balls go up and down like popcorn.

FINE MOTOR:

- **Threading Buttons**—Provide large buttons, chenille stems, and playdough. Give children buttons and playdough on a tray. They can thread the buttons onto a chenille stem and make shapes by sticking them into the playdough.
- **Egg Carton Color Sort**—Provide straws of several different colors and cut into 1-inch lengths. Provide an egg carton with a hole in the bottom of each cup and then take a sharpie and color. Let the children put the straws through the holes in the egg carton.
- **Fishing**—Using chenille stems, make small fish and place them in a small tub of water. Give each child a chopstick. Have them use the chopstick to take out each fish and place it into a bowl.



- **Paper Crumbling**—Provide several empty water bottles and squares of colorful tissue paper. Have the children take a piece of tissue paper and crumble it in their hands and then have them place the crumbled pieces of tissue paper into the empty water bottle. Can be used as a colorful display on a windowsill. This activity helps to build a child's hand strength, eye-hand coordination, and pincer grasp.

SELF-HELP:

- **Follow Directions**—Give children simple directions to follow, such as “Place the ball in the cup,” “Put your shoes in the basket,” etc. Notice how well the child can remember the directions and follow them.
- **Communication**—Encourage children to use their words or gestures when they need something.
- **Treasure Hunt**—Give the child the name of an item to find in the classroom and have them walk around to find it and then bring it to share with the group. Notice if they can find the object from hearing only the name of it.

SENSORY DEVELOPMENT

- **Sensory Pet Box**—Make a shoebox-size bin (or larger) and add a stuffed or plastic animal that represents a pet. Add bedding or habitat items for the child to create the animal's environment. Use shredded paper, paper tubes, grass from outside, small rocks, etc. Talk about keeping our community clean for each other and the animals God gave us.
- **Shredded Paper Pick-Up**—Fill a large bin with shredded paper. Use bowls, plates, and salad tongs and have the children pick up the paper, fill the bowls, and put paper on the plates.
- **Sensory Matching**—Put together a bin with different cleaning brushes/toothbrushes and sponges for children to explore. Use descriptive words such as prickly, soft, spongy, etc. when describing them to the children. Put up matching pictures of each item with the word describing them. Use contact paper and secure them to a table. Have children choose an item from the basket, describe how it feels, and then place it on the matching picture.



SOCIAL & EMOTIONAL

SELF-AWARENESS:

- **Asking for Help**—Using pictures of children who need help, such as an untied shoe or a toy out of reach, ask how the child feels. Use the child's name and ask, “How can I help? God loves you and so do I! I'm happy to help you!”
- **Table/Mealtime Hygiene**—Help children get into the habit of washing their hands before mealtime. When they are eating their meal, provide napkins and show them how to wipe their mouths and hands when their eating gets a bit messy. When they are done eating, show them how to clean up the table by placing any dishes into a bin, wiping down their area of the table with a wet cloth or sponge, and throwing away any trash.

- **Talking Stick**—When gathered for a large group time or when helping several children communicate with each other, have a stick that one child can hold when it is their turn to talk. This way the other children know to wait their turn and the child holding the stick knows that it is their turn.

SELF-CONTROL:

- **Calm Down Cards**—As the children begin to understand their different emotions, provide calm down cards for them to use to help them get control of their hard-to-handle emotions such as frustration, anger, etc. Calm down cards are a visual prompt that presents a coping strategy to be used when facing a stressor. Create your own calm down cards or purchase a set: [Coping Skills Cards](#). Have the child choose one to three cards that they would like to utilize to help them calm down. These cards can be put in the calm down corner for children to choose from. Use the emotions vocabulary with the child to help them talk about how they are feeling. Help them to use phrases such as “I feel _____ when _____ (describe what happened).”
- **Musical Chairs**—Put a grouping of chairs in the amount of the children who will play the game. Play fun and energetic music as they walk around the grouping of chairs. Explain to the children that when the music stops, they can pick a chair to sit on. Before starting the music again, show the children that a chair will be removed each time. Explain that each child will get a turn and then each child will wait until they get a turn again. This activity will help children learn to take turns, follow rules, handle frustration, and control impulses.
- **The Goldfish**—Listen to the song “The Goldfish,” by The Laurie Berkner Band, and do the actions.

Interpersonal Relationships

- **Floor Puzzle**—Provide a floor puzzle with large pieces. Have the children work together to assemble the puzzle.
- **Dramatic Play: Doctor’s Office**—Provide items that may be found in a doctor’s office. Provide books about being a doctor and going to see the doctor. Talk with the children about their own experiences going to see a doctor. Give children time to explore and pretend to be a doctor caring for others.
- **Pass the Ice Cream**—Read the book *Should I Share My Ice Cream?* by Mo Williams. To create ice cream cones, use cream-colored cardstock, roll it like a cone, and tape the edges. Leave the opening of the cone to fit a wiffle ball. Give each child a cone and then have them pass the ball to the person next to them and go around the circle so each child gets a turn to pass the ball. Once they have practiced going around the circle, have them choose a friend to share the ice cream with when they have the ball. Encourage them to say, “Would you like to share my ice cream?” “Please” and “Thank you.”



LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Vocabulary**—Introduce vocabulary during conversation, songs, games, and stories. Use sign language as needed. Note: children will naturally drop the sign when they begin to use the words.
- **Discovery Boxes**—Find small boxes such as jewelry boxes, glasses cases, gift card boxes, etc. Place pictures of items in each box. The child can choose a box and open it to see what is inside. Once they see the picture, they can give the name of the item. Use pictures of items the child would see in their environment.
- **Domino Community Helpers Match**—Using cardstock, make large domino pieces with pictures of different community helpers or the vehicles they use on each end. Have the children match up the ends of the dominoes with the same community helper. Help the children identify the community helper or the vehicle used by them.
- **Color Sort**—Have a basket with items in the primary colors red and blue and the secondary color purple. Laminate construction paper in each color or have baskets in those colors. Before sorting, use paint in each color to show the children how mixing red and blue make purple. Have the children sort the items by first saying the name and color of the item they choose and then placing it on the correct color of construction paper. For older 2-year-olds, provide a cup of water with red and blue watercolors with a dropper. Have them add a few drops of each color into the cup of water and mix with a spoon to see the colors mix to make purple.
- **Quiet Corner**—Continue with the quiet corner space where children can go and take a break from the busy classroom activities or take a moment to calm down if they are feeling overwhelmed. In that space, have a feelings board with face pictures of the different feelings: sad, angry, afraid/scared, tired, happy, excited, frustrated, worried, etc. Model how to express your own feelings and help children label their feelings using the pictures. Have a mirror in the quiet corner so each child can see their face as they label how they are feeling and point to the picture that best fits how they are feeling.

LISTENING/RECEPTIVE:

- **Prepositions**—Use a small beach ball and a laundry basket. Have the child hold the ball and follow the instructions the teacher gives. (new prepositions will be added each unit).
 - Place the ball **in** the basket
 - Sit **under** the ball (have the child hold the ball over their head)
 - Place the ball **behind** the basket or stand **behind** the ball
- **What Vehicle Makes that Sound?**—Have pictures of the various vehicles and place three different ones on the table for the child to choose from. Using recorded sounds, have the children listen to the different sounds and find the picture that it goes with. Resource: [Transportation Sounds](#); [Guess the Sound Vehicles](#).



- **Noisy or Quiet**—Fill plastic eggs with various items such as dried beans, flour, rice, and other items available. Tape each egg shut and place in a basket. Have the child choose an egg and shake it. Talk with them about the noise it made, if it was noisy or quiet. Once it has been determined if the sound was noisy or quiet, then have them place the egg in a basket labeled with a picture of being quiet or loud. Then have the child choose another egg and shake it. Ask them if they think the sound it made was noisy or quiet, and see if they can determine on their own which basket to put the egg in.

PREWRITING:

- **Magnetic Lines and Shapes**—Use the large-sized craft sticks (plain or colored) and add a piece of magnetic strip on one side. Have pictures of lines, such as a straight line, horizontal line, diagonal line, zigzag line, and some shapes, such as a square, triangle, and rectangle. To start, show the child how to place the large craft sticks on a magnetic board or large baking sheet. Talk with the child about the craft sticks making lines, the colors they are, etc. Next, show them one of the line pictures, say the name of the line, and then show them how to make the line using the craft sticks. Talk with the children about what lines or shapes they are creating with the craft sticks.
- **Coloring with Rocks**—Use rock-shaped crayons for children to color with or provide broken crayon pieces. Using these will help promote the use of the tripod grasp (thumb, pointer finger, and index finger) which is the optimal grasp to use for writing tasks to promote hand movement. [Crayon Rocks](#).
- **First Letter Drip**—Use a paper towel and draw the first letter of the child's name in line tunnel form. Then have a cup with some watercolor paint and a pipette available. Have the child use the pipette to get some of the watercolor paint and drip it onto the paper towel within the line tunnel that makes the letter of their first name. Have paper towels available with just line tunnels of the various lines they are learning so they can keep practicing with the pipette. [Squeezing Watercolors](#).
- **Connect the Dots**—On a large sheet of easel paper, place various colors of dot stickers around the paper. Have the children use the matching color of crayon to “connect” the dots of that color. [Dot Stickers](#).

PREREADING:

- **Reading**—Run your finger below the text you are reading in a simple board book, emphasizing the left to right, up and down progression that reading takes.
- **Roll and Read**—Using a cube with clear pockets, put in pictures of different movements with the word describing the movement. Have the child roll the cube, say the movement they see on the top, and then do the movement.
- **Name Beat**—Using a small bongo drum, tap the drum when saying each child's name to the number of syllables in their name. A-lex, So-phie, Car-o-line, etc.
- **Community Helpers**—Using photo cards showing the different community helpers, pick two different pictures to show the child separately. As the child is shown the first picture, ask them to give the name of the community helper. Notice how quickly the child can give the name and then move on to the next card and give the name of the next community helper. The goal is for the child to begin to have an automatic response when they see the picture. Resource: [Infant/Toddler Photo Library Lakeshore](#). Add in one card at a time as the child is able to recognize the pictures.

- **Story Basket**—Have a basket with items that represent easy stories for children to retell and the book for a guide. Provide stick puppets, finger puppets, or items to help to retell a familiar story. Story example: [Whose Tools Are These?](#) by Sharon Katz Cooper.

VOCABULARY

- **Picture Matching**—Make pictures of the community helpers for the children to match. Suggestions: Jesus, home helpers, school helper, teacher, community helpers, doctor, nurse, firefighter, police officer, builder, trash collector, etc. Place pictures of your helpers around the classroom; have a basket with matching pictures for the children to match. Let the children draw a picture from the basket. Ask if they can find the same picture on the walls.
- **Question Words**—Who, What, Where? Use your pictures to ask questions that pertain to the pictures, “Who is this?” “What does he have in his hands?” “Where is she?”



COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **Water Paint**—Fill a bucket with water; use old, large paintbrushes and let children paint outside.
- **Music**—Use scarves or fabric for each child to move to the beat of the music.
- **Bubble Paint**—Blow colored bubbles onto paper. Could print houses or a cityscape for them to decorate with their bubbles.

Bubble Recipe

1 part soap - liquid dish soap
 10 parts water
 1 tablespoon food coloring
 1 teaspoon glycerin or corn syrup
 Mix together and let sit overnight.

- **Collage**—Build block cities, adding different pieces when you talk about community helpers. Take a picture of the city.

MATH:

- **Numbers & Operations**—Nursery Rhyme: One, Two, Buckle My Shoe

One, Two, Buckle My Shoe

One, two buckle my shoe (*Pretend to tie shoe*)
 Three, four knock on the door (*Pretend to knock on door*)
 Five, six pick up sticks (*Pretend to pick up sticks*)
 Seven, eight lay them straight (*Pretend to lay sticks down*)
 Nine, ten a big fat hen!



- **Shapes**—Provide colorful foam blocks that come in a variety of shapes and colors. Count how high the child can stack them. Name the shapes and colors. Introduce the idea of sorting them by shape or color.
- **Tape Towers**—Using painter's tape, place several pieces vertically on the wall starting near the floor at various heights. Have the children use blocks to build a tower the same height as the vertical line on the wall.

SCIENCE:

- **Sensory Bottles**—Make a sensory bottle for children to play with. Weather sensory bottles: use clear recycled bottles. For **rainy weather**, put blue food coloring in and blue sprinkles/glitter. **Sunny weather**, put just a touch of blue food coloring in along with a big yellow pom-pom and some yellow or gold glitter. **Cloudy weather**, put blue food coloring in and fill the bottle with white pom-poms. **Stormy weather**, add blue food coloring, a lot of blue glitter, cotton balls/pom-poms, and yellow foam cut in lightning shapes. **Windy weather**, put in fake leaves, felt or silk, and bronze or gold glitter. **Hail**, clear plastic gem shapes. **Snowy weather**, add snowflake scatter, sequins, white and silver glitter, blue glitter, and tiny pom-poms. Use glue on all lids and then tape lids for additional security.
- **Nature Items**—Take the children outside if possible and pick up natural items from outside. Or you may gather some items from outside and bring them into the classroom. Put them in a bin and let the children explore science (pinecones, short sticks, small rocks, etc.).
- **Recycled Wind Chime**—Use recycled nut containers and chip containers (Pringles) and let children paint them. Make small holes around the open edge. Thread ribbon or yarn through the holes. Hang them outside so the children can watch/"see" the air movement as the ribbons blow in the "wind." Feel the "wind."

SOCIAL STUDIES:

- **Build a Community**—On a low table or piece of plywood, have the children build a community using blocks. Along with the blocks, provide road tape, pieces of cardboard, cars, and people shapes. Show the children a map of their community that shows the streets, building spaces, etc. Talk with the children about what is in their community and then begin to build the buildings and add the roads. Be sure to add the buildings where the community helpers work: fire station, hospital, bakery, etc.
- **Recycling**—Bring in a special bin so the children can place items inside to be recycled. Share information about what can be recycled and have them become aware of items they may have brought from home that can go into the recycling bin. Read the book *Recycling Is Fun*, by Charles Ghigna.



ASSESS

Record developmental milestones.



CELEBRATE

At the end of this unit, celebrate by having each child each dictate to the teacher what type of community helper they enjoyed learning about. Take a picture of each child with an item that the community helper would wear: hat, stethoscope, apron, etc. Place these items in the portfolio.

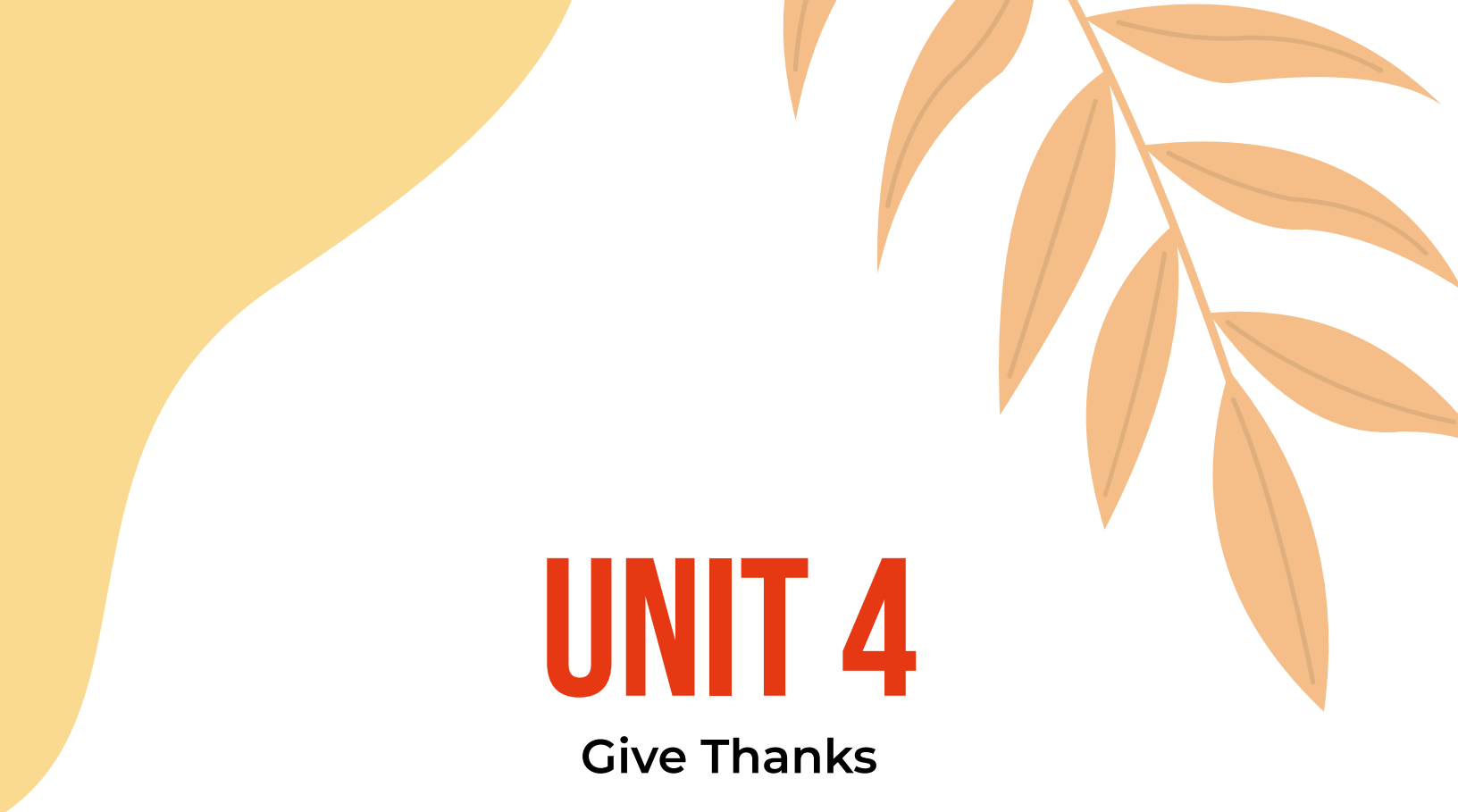


MATERIALS

- Small blankets
- Dust pans and small handheld sweeping brushes
- Stuffed animals that represent pets
- Empty pet food containers
- Painter's tape
- Two 2x4s
- Screws and a drill
- Sandpaper
- Small parachute
- Balls (various sizes)
- Large buttons
- Chenille stems
- Playdough
- Egg carton
- Colorful straws
- Markers
- Small plastic tub
- Chopsticks
- Bowl
- Empty water bottles
- Squares of colorful tissue paper
- Shoebox-sized bin
- Plastic animals that represent pets
- Items that represent an animal's habitat
- Large bin
- Shredded paper
- Tongs
- Plates
- Cleaning brushes/toothbrushes and sponges with matching pictures
- Contact paper
- Pictures of children who need help, such as an untied shoe, toy out of reach, etc.
- Napkins, wet cloth or sponge, bin for dirty dishes
- Stick or dowel
- Coping Skills Cards or make your own
- Large floor puzzles
- Dramatic play items for a doctor's office
- Book: *Should I Share My Ice Cream?* by Mo Williams
- Cardstock
- Wiffle balls
- Tape
- Small boxes, such as jewelry boxes, glasses cases, gift card boxes (see Amazon)
- Pictures of common items
- Pictures of different community helpers and the vehicles they use
- Basket
- Items in the primary colors
- Construction paper
- Paint in the primary colors
- Cup
- Watercolors
- Droppers/pipettes

- Feelings board/poster
- Mirror
- Plastic eggs
- Items to put in each egg: dried beans, flour, rice, etc.
- Large-sized craft sticks
- Magnetic strip
- Pictures of lines: straight line, horizontal line, diagonal line, zigzag line
- Pictures of shapes: square, triangle, and rectangle
- Crayon Rocks
- Paper towels
- Dot stickers
- Cube with clear pockets
- Pictures of different movements
- Infant/Toddler Photo Library Lakeshore
- Items for the story basket: stick puppets, finger puppets, or items to help to retell a familiar story
- Buckets and large paintbrushes
- Scarves
- Bubbles
- Blocks (wooden and foam)
- Blue, silver, and gold glitter
- Blue and white pom-poms
- Yellow foam sheet
- Fake leaves
- Glue
- Road tape
- Book: *Recycling is Fun*, by Charles Ghign





UNIT 4

Give Thanks

Weeks 13–16

Memory Verses:

“Give You thanks.”

Psalm 128:1

“I will thank the Lord with all my heart.”

Psalm 111:1



BIG IDEA

We can be thankful for food, people, the environment, and Jesus' love.



ENGAGE

MUSIC/MOVEMENT:

- Give Thanks
- Jesus Loves Me
- Praise Him, Praise Him All Ye Little Children
- Jesus Loves the Little Ones Like Me
- Five Loaves and Two Fish
- Jesus Feeds 5000
- Thankful

BIBLE STORY:

Little Lad

One beautiful day, as the sun shone brightly over the calm waters, Jesus and His disciples decided to take their boat to a quiet place and rest. The disciples skillfully guided the boat across calm waters enjoying the gentle breeze.

To their surprise a very **BIG** crowd had gathered along the shore waiting for the boat. Everyone wanted to spend time with Jesus.

Jesus' heart was filled with love for all the people. So, Jesus and the disciples climbed out of the boat and walked through the large crowd. Word spread throughout the area and more people continued to join the group gathered on the beautiful hillside. There were many people who were sick, so Jesus healed all those who came to Him.

The sun started its descent, the disciples approached Jesus with concern that it was getting late and that the people needed to go home to eat. Jesus told the disciples that the people did not need to go away and that they could all eat together. The disciples looked at Jesus with a puzzled look. "Jesus, how are we going to feed so many people? The only one who brought lunch was a little lad." Jesus told the disciples to ask the little lad to share his food. With a generous heart the little lad was happy to share his five loaves and two fishes with more than five thousand people.

Again, the disciples said, "But Jesus, how will five loaves and two fishes feed five thousand people?" Jesus told the disciples to bring the loaves and fish to Him. He took the food in His hands and raised it above Him. "Father, bless this food. Amen." Jesus broke the bread and fish and told the disciples to share it with the people.

After giving every person something to eat, there were twelve baskets of food left over. Jesus fed the hungry people because He loved them very much.

Review the story using props.

Question to ask:

- 1) Do you like to spend time with Jesus?
- 2) When you are hungry, what do you like to eat?
- 3) Do you like to share with others?

LET'S READ TOGETHER:

- *Thank You God, Good Night*, by Marianne Richmond
- *Thank You, Mama*, by Linda Meeker
- *Thank you, God, For Mommy*, by Amy Park
- Picture books about food
- *Five Little Thank-Yous*, by Cindy Jin
- *Look and Be Grateful*, by Tomie dePaola
- *123s of Thankfulness*, by Patricia Hegarty



APPLY IT

ACTIVE PLAY:

Fish and Bread

Fill a basket with plastic fish and pretend bread.

Pass out the fish and loaves; then count them again. Then have children put them back into the basket.

Set out twelve baskets or containers for children to pick up around the room. Bring them back to the circle time group and count them to demonstrate how much food was left over.

RHYMING:

(You can incorporate the following rhymes at any point during the active play)

God Is Great Prayer

God is great
God is good
Let us thank Him for our food
By His hands we are fed
We thank Him for our daily bread.
Amen.



Thank You God *(tune Twinkle Twinkle Little Star)*

Thank you God for
The world so sweet,
Thank you God for
The food we eat
Thank you God
For the birds that sing
Thank you God
For everything.

“We Give Thanks,” by Lindsay Müller *(go to link for free poster with sign language)*

We give thanks
For the food we eat
We give thanks
For the friends we meet
We give thanks
For our family
Everyday



ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the child. Sensory play enhances the overall development of a child's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR

- **Line Stretch**—Use painter's tape to put down several lines on the floor to look like the rungs of a ladder. Have the child start by standing on the first line and then bending over to touch the next line with their hands. Then have them walk forward with their hands, seeing how far they can reach.
- **Toy Weave**—Line up several toys about 18 to 24 inches apart. Walk the length, weaving between them. Add extra challenge by adding painter's tape lines to step over. Add an "X" to jump on, or a square to stand and turn all the way around, or to stand on one foot. Or let them try to walk it backwards.

- **Hula Hoop Roll**—Have a soft mat for the child to lay down on. On either side of the mat have a small hula hoop. Place five or six wiffle balls in one of the hula hoops. Have the child roll to grab a ball and then roll over to the other hula hoop and drop the ball there and then roll back over and grab another ball. Continue the activity until all the balls have been transferred.

FINE MOTOR:

- **Match the Pattern**—Provide large tongue depressors with colored dot stickers in various patterns (for example red, yellow, blue). In a bowl, provide colored pom-poms that will match the colored dot stickers. Have the child choose a tongue depressor and then find the pom-poms that match each dot sticker and place the pom-poms on each matching dot. This activity will help to strengthen their pincer grasp.
- **Ribbon Weaving**—Provide a mini storage self and colorful ribbon tied to one end of the shelf to create a ribbon weaving board. Show children how to put the ribbon over and then under all the way across the shelf.
- **Playdough Cutting**—Provide playdough, plastic scissors, and plastic knives. Show children how to roll out the playdough into a long line shape. Then have them cut the playdough into pieces.

SENSORY DEVELOPMENT:

- **On the Farm Bin**—In a plastic tub, have corn kernels, plastic farm animals, small farm vehicles, wood blocks, orange juice cartons, baby formula scoops, funnels, cups, etc.
- **Goop**—In a plastic bin, provide cornstarch and water. Mix cornstarch and water until it is like a thick liquid. Add a few drops of food coloring for the children to mix in with metal forks or spoons. Provide cups to scoop with and a mini storage shelf for children to pour the goop over and watch it drip back into the bin.
- **Ice Cube Melt**—Freeze several small items in ice cube trays. Let the children use pipettes, salt, and colored water to dissolve the ice and “find” what is inside.

SELF-HELP:

- **Dress the Bear**—In a basket, provide a medium-sized teddy bear and baby clothes that will fit the bear. Example, T-shirt, shorts or pants, socks, dress, jacket, sweatshirt, etc. Create dressing cards for children to choose from so they know what the bear will wear. Example, show on the card a T-shirt, shorts, and socks. The children know to pick out these items to dress the bear. Have each card show various items that the children can find in the basket.
- **Cooking**—Provide bananas cut in half (with the peeling on), yogurt in a bowl with a large spoon, small cutting board, plastic knives or other child safe cutting tool, a bowl of rice crispy cereal, and child-sized plastic bowls and spoons. Have the children take a bowl and half of a banana. Have them peel their banana and then cut it into slices on the cutting board. Then have them place the slices in a bowl. Next, have them take one or two scoops of yogurt with a large spoon and place it over the bananas in the bowl. Next, have them scoop some rice crispy cereal and sprinkle it over the yogurt. Enjoy!
- **Wring the Towel**—Provide a small tub with warm soapy water and a few washcloths. Have children wet the washcloth and then wring the water out. Then they can use the washcloth to help wipe the snack table clean.





SOCIAL & EMOTIONAL

SELF-AWARENESS:

- **Push the Wall**—In the calm down space, have hand cutouts on the wall at the child's level covered with contact paper. Explain to the children that when they begin to feel frustrated or angry, they can go and push the wall while taking deep breaths in between each time they push the wall. Then they can come back and talk about what made them frustrated or angry.
- **How Rude!**—Read the book *How Rude!* by Clare Helen Welsh & Olivier Tallec. Discuss with the children about manners by pointing out what is happening on each page and let them share what they see and how the duck could behave with better manners. Practice manners during the day by using please, thank you, excuse me, no thank you, etc.
- **My Favorite Fruit or Vegetable**—Have children bring in their favorite fruit or vegetable to share with the class. Have them pass out the food to each person at snack time and share what it is and why it is their favorite.

SELF-CONTROL:

- **Shake My Sillies Out**—Listen to and do the actions to the song "Shake My Sillies Out," by Raffi.
- **Stack the Cups**—Using the large red plastic cups, have the children carefully stack up the cups. Once they have used all the cups, have them carefully take them down so the structure does not fall. This activity will help the children to slow down and focus on what they are doing.
- **Classroom Schedule**—Using pictures, create a pocket chart classroom schedule so that the children can see what happens next during the day. Refer to the chart so the children can become familiar with the schedule and learn to go over on their own to see what will happen next in their day.

INTERPERSONAL RELATIONSHIPS:

- **Give Thanks**—Demonstrate to the children how we pray to God to give thanks, by bowing our heads and folding our hands. Give children a chance to name something they would like to thank God for or to share something they would like God to help with.
- **Greeting Game**—Sing the song "Good Morning to You," by Greg and Steve. Have the children sing the song while waving to each other. After the song is done, have the children choose off a chart how they would like to greet each other. On the chart the children have choices, such as wave, hug, fist bump, high five. Give the children time to greet each other using their chosen greeting.
- **Build a Tower**—Provide a basket of various sizes and shapes of blocks. Have the children take turns adding a block to the block tower, working as a team to build the tower. Talk with the children about taking turns, sharing the blocks, and working as a team to build the tower.





LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Vocabulary**—Introduce vocabulary during conversation, songs, games, and stories. Use sign language as needed. Note: children will naturally drop the sign when they begin to use the words.
- **Describe the Taste**—Have various foods for children to taste and then help them describe how it tastes. Foods to try: cookie=sweet, lemon=tart, orange=sweet and juicy, yogurt=creamy, chips=salty, etc. Be creative and have fun!
- **Grocery Store Shopping**—Have a play shopping basket and small empty boxes and containers of foods the children would recognize. Place the items around the room and have the children “go shopping.” When they return, have them give the name of the items they found.
- **Quiet Corner Feelings Book**—Take pictures of the children showing their facial expressions for the different feelings they have learned the names of. Glue the pictures onto cardstock and create a book. Laminate each page and place in a three-ring binder. Encourage the children to read the book and share what they see using the new vocabulary they have learned. Extra books could be made for parents to check out and take home to “read” with their child.

LISTENING/RECEPTIVE:

- **Name or Sound**—Have pictures of animals or small plastic animals. Choose an animal and play the sound the animal makes and ask the child, “What is this animal’s name? What sound does it make?” Do this with several animals.
- **Color Beanbag Toss**—Have beanbags in the primary colors and a basket. Give children directions on which one to toss or drop into the basket. Example: “Toss the blue beanbag in the basket.” Help the child find the blue beanbag and toss it into the basket.
- **Same or Different Animal Sounds**—Have two identical pictures of three to five animals. Explain to the child that they will use their ears to listen for the sounds of the animals. Give two of the same sound for an animal. Have the child find the picture for each sound given. Ask the child how many sounds they heard and then if those sounds were the same or different. Next, give two different sounds for two different animals. Have the child find one animal picture for each sound. Ask the child how many sounds they heard and if the sounds were the same or different. (Children are learning to listen and process the sounds they hear.)
- **Prepositions**—Use a small beach ball and a laundry basket. Have the child hold the ball and follow the instructions the teacher gives. (New prepositions will be added each unit.)
 - Place the ball **in** the basket
 - Sit **under** the ball (have the child hold the ball over their head)
 - Place the ball **behind** the basket or stand **behind** the ball
 - Stand **in front of** the ball or place the ball **in front of** the basket
 - Stand **between** the ball and the basket

PREWRITING:

- **Drive the Line to Match the Color**—Materials to gather: Duplo blocks in primary colors, a dump truck, painter's tape, and a black marker. Make lines on the floor with the tape such as a horizontal line, zigzag line, and a curvy line. Use the marker to make them each look like a road by putting dashed lines on the tape. Have the Duplo blocks in a small basket and have a plate or laminated piece of construction paper in a primary color at the end of each line. Have the child choose a block and then drive it down the correct line to the matching color plate or piece of construction paper. The child can continue to do this until all the blocks have been placed on the matching colored plate. [Prewriting with Colors](#).
- **Name Puzzle**—Print out a picture of each child with their name in large letters below. Laminate the paper and then cut into strips at each letter and then place in a reusable clear bag. While sitting with the child, bring out their bag and place the puzzle pieces out on the table. Help them to assemble the puzzle and then talk about the picture and how the letters make their name. Disassemble the pieces and have the child put together the puzzle on their own. For reference, print their name on a strip of card stock so they can see the order of the letters in their name.
- **Line Drawing**—Provide various rulers and colored pencils for children to explore drawing lines. [Geometry Plastic Ruler Set](#); [Colored Pencils](#).
- **Lacing**—Use lacing cards for children to practice using their pincer grasp. [Lacing Cards for Toddlers](#).

PREREADING:

- **Reading**—While reading a book, use your finger to track the words from left to right.
- **What's the Food?**—Using photo cards showing various foods, pick two different pictures to show the child separately. As the child is shown the first picture, ask them to give the name of the food. Notice how quickly the child can give the name and then move on to the next card and give the name of the next food item. The goal is for the child to begin to have an automatic response when they see the picture. Resource: [Infant/Toddler Photo Library Lakeshore](#). Add in one card at a time as the child is able to recognize the pictures.
- **Fruit and Veggie Match**—Have pictures of various fruits and vegetables and the plastic representation of each. Place the plastic fruits and veggies in a basket and the picture cards on the table. Have the child find the matching fruit or vegetable, say its name, and place it next to the matching picture.
- **Story Basket**—*If You Give a Mouse a Cookie*, by Jeff Numeroff. Provide items in the basket that represent items in the story. Have the children choose the items out of the basket as the story is read. Have them retell the story using the items.

VOCABULARY

- **Word Baskets**—Review vocabulary words introduced in the activities. Example: put together a basket of familiar fruits. Add something that doesn't belong, such as a toy car. Ask, "Which one does not belong?" See if they can identify each fruit. Repeat with kitchen objects such as forks, spoons, knives (not sharp).



- **Picture Cards**—Create a set of five to ten 5x8 index cards with no lines. Find pictures or take pictures that are related to the theme. Print out the pictures and then write or print out what is happening in the pictures. Glue the picture and description onto a 5x8 card (or larger). Example: use a picture of a family praying at the dinner table. On the back, write: “The family is praying to thank Jesus for their food.” Laminate the cards so they will last longer. When showing the card, read what has been written. More cards can be added to the set during the month.
- **Picture Cards Two**—Using the same picture cards, encourage conversation. At age 2, children will use many nouns, such as baby, dog, car; verbs, such as play, go, fall, pray; adjectives, such as wet or hot; and location words, such as in and on will also be used. Using the picture cards described above, encourage children to make their own sentences to describe what is happening in the pictures. “Mommy pray!” “Shhhhhh. Baby sleep.” “Kitty in the basket.”



COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **Thankful Tree**—Cut out a tree trunk from brown construction paper and glue it onto a piece of white or yellow construction paper. Provide medium pieces of tissue paper in the colors of red, yellow, green, and orange along with a small bowl of glue and water mixture and a paintbrush. Show the children how to rip pieces off of tissue paper and scrunch them up a bit. Next, show them how to dip the paintbrush into the glue mixture and paint a spot where they mayplace their piece of tissue paper. Write, “I am thankful” on the picture.
- **Music and Movement**—Provide each child with a scarf and have them listen to and do the action in this song: [Scarf song](#).
- **Fruit and Vegetable Prints**—Provide cut up fruits or vegetables so they can be dipped in paint and then stamped on paper. Examples: lime cut in half, bottom part of a celery stalk, broccoli floret, apple cut in half in the middle to show a star, etc. See [Making Fruit & Veggie Prints](#)
- **Collage**—Create a food collage by providing pictures of various colors of foods. Provide each child with a piece of cardstock and glue/water mixture with a paintbrush. Have a pocket dice with a different color in each pocket. Have the child roll the dice and then find a food that matches the color on the top. Have them put glue on their paper and then the picture.

MATH:

- **Counting:**
[10 Little Fishies](#)
[Ten Little Fingers](#)

- **Patters**—Provide a small cylinder block from the block center and colorful [child hair ties](#). On strips of cardstock, use markers or stickers to create patterns in the primary and secondary colors. Cover the cards with contact paper so they last longer. Have the child pick out a card and then have them find the colored hair ties that match. Show the child how to stretch the hair tie and place it onto the small cylinder. Have them do this with each colored hair tie to create the pattern.
- **Measurement**—Using a water bin, explore measurement with measuring cups and containers of various heights and widths by filling and emptying them. Which container holds more? Which containers hold the same amount but are a different shape? How many cups of water fit into a container?

SCIENCE:

- **Sink or Float**—Provide a bin for water and collect items that will sink and items that will float. Have the child choose an item and then ask them to predict if the item will sink or float. Once they have made their prediction, have them place the item in the water. Discuss if their prediction matched what happened to the item. Discuss why it did or did not match their prediction.
- **Gravity**—Using a cardboard tube, secure one end slightly higher than the other, and ask them to set the car at the top and see what happens. Use different items and see how far they roll by measuring the distance.
- **Ball Balance and Color Match**—Provide paper towel tubes that are original length and some cut in half. Place a sticker on each tube that is a primary or secondary color. Place the tubes on the table so the children can see the colored stickers. Then provide colorful balls the children can find to match a sticker on a tube and then place on the tube.
- **Paper Plate and Tissue Paper Race**—Decide on a start and finish line. This is probably best done on linoleum or a hard surface floor. Place the tissue paper/napkin at the starting line. When ready, the children use the paper plate to wave at the tissue paper, moving it across the floor to see who makes the tissue paper cross the finish line first. Children will learn how to use air to move the tissue paper. Two-year-olds may just have fun learning how air moves the tissue and not be as concerned about the game. Have fun with it.

SOCIAL STUDIES:

- **Feed the Birds**—When outside, have the children observe the birds they see. Talk with them about how God takes care of them, too, and we can help by leaving out some bird food for them. Create a bird feeder and add bird seeds. Have children take turns putting in bird food each week or day. Place the bird feeder in a place that the children can see so they can notice how many birds and types of birds come to the feeder. This can also be done with a hummingbird feeder and sugar water. [Bird feeder ideas](#) and [Hummingbird food](#).
- **Story Time**—Read the book, *The Teddy Bear*, by David McPhail. Discuss what is happening in the story and how they saw kindness, gratefulness, or sharing in the story. [Audio book](#). Discuss how we can share with others who may need things such as clothing, food, toys, etc.
- **Appreciate the Elderly**—Invite grandparents or other elderly community members to come and read stories to the children throughout the month. Before they leave, have the children give them a small bouquet of flowers to say thank you.



ASSESS

Record developmental milestones.



CELEBRATE

At the end of this unit, celebrate by having each child bring in their favorite food to share with others. Take a picture of the child with their favorite food and have them dictate why they like it. Place this in their portfolio.



MATERIALS

- Basket with plastic fish and pretend bread
- Painter's tape
- Soft mat
- Small hula hoop
- Wiffle balls
- Large tongue depressors
- Colored dot stickers
- Bowl
- Colored pom-poms
- Mini storage self
- Colorful ribbon
- Playdough
- Plastic scissors and plastic knives
- Plastic tub
- Corn kernels, plastic farm animals, small farm vehicles, wood blocks, orange juice carton, baby formula scoops, funnels, cups
- Cornstarch
- Food coloring
- Metal forks or spoons
- Plastic cups
- Ice cube trays
- Pipettes
- Salt
- Medium-sized teddy bear
- Baby clothes that will fit the bear
- Dress the Bear cards (make your own; see the activity)
- Bananas, yogurt in a bowl, large spoon, small cutting board, plastic knives, bowl of rice crispy cereal, child-sized plastic bowls and spoons
- Washcloths
- Hand cutouts
- Contact paper
- Book: *How Rude!* by Clare Helen Welsh & Olivier Tallec
- Large red plastic cups for stacking
- Pocket chart and pictures for a daily schedule
- Foods to try: cookie=sweet, lemon=tart, orange=sweet and juicy, yogurt=creamy, chips=salty
- Shopping basket and small empty boxes and containers of foods
- Pictures of the children showing their facial expressions for different feelings

- Cardstock
- Glue
- Three-ring binder
- Pictures of animals or small plastic animals
- Beanbags in the primary colors and a basket
- Small beach ball and a laundry basket
- Duplo blocks in primary colors, a dump truck, painter's tape, black marker
- Print out a picture of each child and write their name in large letters below
- Resealable bags
- Rulers, colored pencils, and paper
- Lacing Cards for Toddlers
- Infant/Toddler Photo Library Lakeshore
- Plastic fruits and veggies
- Book: *If You Give a Mouse a Cookie*, by Jeff Numeroff
- 5x8 index cards
- Brown & white construction paper; glue; medium pieces of tissue paper in the colors of red, yellow, green, and orange; bowl; and small paintbrush
- Scarves
- Fruits or vegetables cut up, paint, and paper
- Pictures of various colors of foods
- Cylinder blocks
- Colorful child hair ties
- Measuring cups, containers of various heights and widths
- Items that will sink and items that will float
- Cardboard tube, large
- Paper towel tubes
- Colorful balls
- Paper plates
- Tissue paper
- Bird seeds and items to make the bird feeder of your choice





UNIT 5

God's Beautiful World

Weeks 17–20

Memory Verses:

“In the beginning God created the heavens
and the earth.”

Genesis 1:1

“God created the earth and everything in it.”

Isaiah 42:5



BIG IDEA

God created the sky, land, and water.

- God made the sky: weather, sun, moon, and stars
 - God made the waters: ocean, lake, pond, river
- God made the land: mountains, desert, prairies, tundra



ENGAGE

MUSIC/MOVEMENT:

- [God, Our Loving Father](#)
- [The Sun Moon & Stars](#)
- [Creation Song](#)
- [He's Got the Whole World in His Hands](#)
- [Twinkle, Twinkle, Little Star](#)
- [Mr. Sun](#) (*Idea: have a paper or fabric sun to hold and shine on each child*)
- [What's the Weather](#)
- [Five Little Ducks Went Out to Play](#)

BIBLE STORY:

God's Beautiful World—Creation Part I

Long ago, the earth was empty and dark, and God's spirit was moving over the waters. God decided to make our planet a pretty place for people to live in and enjoy. On the first day of creation, God said, "Let there be light," and light filled the earth. Now there was light and darkness. God called the light "day" and the darkness "night." That day God was happy. He looked at the day and night and said, "This is good."

The night passed and morning came. On the second day, God separated the water and the air and named the air "sky." The big, beautiful, blue sky filled up the space. That day God was happy. He looked at the air and felt it blow softly and said, "This is good."

The night passed and morning came. Then on the third day, God gathered the water under the sky and land appeared. He named the water "seas." The waves in the deep blue sea moved up and down gently. There were now streams, lakes, ponds, and waterfalls.

Now that there was land with dirt, he created all kinds of plants and trees. The trees made delicious fruits to eat, and the plants had pretty flowers to smell. There was soft grass all around. God was happy. He looked all around at the sea, land, trees, and flowers and said, "This is good."

The night passed and morning came. On the fourth day, God put the big round sun and moon and twinkling stars in the sky to give light to our earth. The sun was up in the sky at daytime to bring warmth to the day. The moon and stars were up in the sky at nighttime shining brightly. That day, God was happy. He looked at the sun, moon, and stars and said, "This is good." The night passed and morning came.

Review the story using props.

Questions to ask:

- 1) What is your favorite fruit?
- 2) When you go to sleep, is there light or darkness outside?
- 3) What kind of animals live in the sea, lake, ocean, etc.?

LET'S READ TOGETHER:

- *The God Made Series*, by Sarah Jean Collins
- *Little Genius Weather*, by Joe Rhatigan
- *What a Wonderful World*, board book by Bob Thiele
- *God Made the World*, by Debbie Rivers-Moore



APPLY IT

ACTIVE PLAY:

Use props to help tell the story of Creation. Leave the props out for children to use later in the day to explore retelling the story.

Day 1—Flashlight

Day 2—Air (circle with a cloud) or handheld fan

Day 3—Picture of water, land, and plants

Day 4—Pictures of the sun, moon, and stars

Day 5—Pictures or stuffed toys of fish and birds

Day 6—Set of plastic animals and people

Day 7—Picture of people resting and a small blanket with a small pillow

Go on a walk outside and play "I spy something God created."

RHYMING:

Tickle the Clouds—Poem with actions

Tickle the clouds (*Reach arms up*)

Tickle your toes (*Tickle their toes*)

Turn around and tickle your nose (*Move child in a circle and tickle their nose*)

Reach down low (*Reach arms down*)

And reach up high (*Reach arms up*)

This poem is over —

Wave good-bye! (*Wave*)

I Hear Thunder—(“Where is Thumbkin?” tune)

I hear thunder!
I hear thunder!
Oh! don't you? Oh! don't you?
Pitter, patter raindrops,
Pitter, patter raindrops,
I'm wet through!
I'm wet through!

Twinkle, Twinkle Little Star

Twinkle, twinkle little star,
how I wonder what you are
Up above the world so high,
like a diamond in the sky
Twinkle, twinkle little star,
how I wonder what you are!

Creation Fingerplay

On Day 1 (When saying numbers put corresponding fingers in the air)

God created light (close fist and then quickly open in the air and bring down to side creating arches)

On Day 2

God created the sky (wave arms in the air) and water (make waves with hands)

On Day 3

God created land (with palms facing the floor, run hands flat in front of you) and plants (place one fist inside the other and pop the one fist through the other—sign language for plant)

On Day 4

God created the sun (hold arm up in the air with fingers spread wide), moon (with opposite arm make a “c” formation with your hand in the air), and stars (with index fingers putting up alternate right and left hand moving up in the air—sign language for stars)

On Day 5

God created the fish (swim hands with palms together) and birds (join thumbs and fly hands in the air)

On Day 6

God created animals (choose your favorite animal) and people (point with thumbs at self)

On Day 7

God rested (place hands together by face as if sleeping)





ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the child. Sensory play enhances the overall development of a child's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **Rain Sounds**—Make the sound of rain using movement such as rubbing their fingers together to make a mist, rubbing their hands together to make a drizzle, patting knees to make a downpour, and stomping their feet on the floor to make thunder. Then reverse the movements for the rain to stop.
- **Little Seeds**—Pretending to be little seeds, have children make themselves as small as possible, curled up with arms close to their sides. Pretend to grow bigger and bigger as they stand and stretch their arms up high like the trees. Let their branches sway in the breeze.
- **Foot Path**—Cut shapes of feet from a nonskid material such as a rubbery shelf liner or inexpensive floor mats. Place them at an appropriate distance from each other for children to step on and follow the path.

FINE MOTOR:

- **Rainbow Hair**—Cut a 6–7-inch circle out of cardboard. Use a hole punch to make about six or seven holes along one side of the circle, about $\frac{1}{2}$ inch apart. Draw a face on the circle with the holes at the top. Insert different color chenille stems into each hole and twist, so that you have a long end of the chenille stem sticking up from the circle. Add beads. Have a teacher supervise the children threading beads of the same color on the chenille.
- **Color Match**—Provide a paper plate, wooden clothespins, and sharpie pens in primary and secondary colors. Step 1: separate the border of the paper plate into sections. Step 2: color in these sections with different colored sharpie pens. Step 3: color in the tips of your clothespins in the same color of sharpie pens. Step 4: match the colors and clip the clothespin onto the corresponding section of colored paper plate.

SENSORY DEVELOPMENT:

- **Sensory Bag**—Add clear hair gel, food coloring (such as blue and yellow, or red and yellow) to a resealable bag. Add food coloring to one half and then the other color to the other half. Get all the air out and reseal the bag. Tape the bag to the window all the way around or to the surface of your choice. Let the children mix the colors together. Once they have mixed the colors, they could also use a Q-tip or their finger to draw on the bag.

- **Whisking Bubbles**—Provide a bowl, whisk, and something to whisk (liquid or powder). In a bowl, add water and some liquid soap. Have the children use the whisk to create a bowl full of bubbles.
- **Garlic Press**—Provide a garlic press and some playdough. With the playdough, have the children place a small ball of playdough in the garlic press and have the children close it tightly and watch the playdough come out like string on the other side.

SELF-HELP:

- **Peel the Tangerine**—For a snack, provide small tangerines for children to peel and enjoy.
- **Sweep-Up**—Provide a small broom and dustpan. Use painter's tape to create a medium-sized square on the floor. Have the child sweep the floor and sweep all the dirt and other items into a pile in the square. Then have them sweep the debris onto the dustpan and then place it into the trash. This can be a job for after snack/lunch or after messy activities.
- **Make the Bed**—After nap time, have the children nicely fold their blanket and place it on their cot/mat. On laundry days, have them help to remove the sheet and place it (along with their blanket) into the laundry basket. When the laundry comes back clean, have them help to put the sheet back on their cot/mat.



SOCIAL & EMOTIONAL

SELF-AWARENESS:

- **Story**—Book: *Share and Take Turns*, by Cheri J. Meiners, M.Ed. Read the book to the children and discuss how and when they can take turns during different activities throughout the day.
- **Feelings Charade**—In a container, have pictures of faces with different emotions. Have a child pull out a picture and then make the face to the class. The class will need to guess what emotion the child is making on their face.
- **Roll and Tell**—Have the children sit in a circle and then have one child start by rolling the ball to another child. When the children have the ball, have them say their favorite color, food, animal, etc.

SELF-CONTROL:

- **Move Around the Circle**—Using painter's tape, make a large circle on the floor. The objective of the game is to listen to the instructions and to follow the directions, which will keep changing. How to play: One child or the teacher will call out movements to the players who follow the directions and move around the circle doing the movement. Movements can include running fast, crawling, moving slow, walking backwards, jumping, stopping, hopping like a frog, flapping arms, etc. Play music while the children move around the circle or play the song "[Move Around the Circle](#)," by Hap Palmer.

- **Hand Tracing Breaths**—Children the age of two can become frustrated when they are not able to express themselves or when things do not go their way. To help a child begin to learn how to cope with their frustration or anger, teach them a breathing exercise to do before reacting to the situation negatively. Show the child how to trace their hand using their finger. Have them hold up one hand and then using the pointer finger from the other hand, have them begin to trace their hand starting at the wrist below the thumb. As they move their finger up, have them take a deep breath and then when they get to the tip of their thumb, have them hold their breath. Then as they move their finger down the other side of their thumb, have them let the air out. Have them repeat this on each finger. This will give them time to calm down and help them be able to communicate better what their frustration is.
- **Color Land**—Laminate various colors of construction paper or use [spot markers](#). Create several paths that have one start and one ending. Using a paper plate, create a spinner with the different colors in sections and a spinner in the middle (use a piece of cardstock to make an arrow and pin it through the middle with a [round head fastener](#)). Use [cones](#) for the large game pieces. Have the children take turns spinning the spinner and when it lands on a color, they move their game piece to the color on the path they have chosen. Once they get to the end, they wait for everyone to finish and then they can play again. Children will learn to wait their turn, the names of colors, to focus, and problem solve.



LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Vocabulary**—Introduce vocabulary during conversation, songs, games, and stories. Use sign language as needed. Note: children will naturally drop the sign when they begin to use the words.
- **What's the Sound?**—Have a cloth bag with objects that make sounds a child can make and that they may recognize. Have the child take out an item from the bag such as a small plastic cow and give the name and sound: "Cow, the cow says moo." Example of items to put in the bag: various animals, various vehicles (car, train, etc.). The idea is that the children will be able to recognize the object and say the sound it makes. Start out with two or three objects in the bag. The objects in the bag can be changed out once the teacher notices that the children know the sounds each animal/vehicle makes.
- **Creation Treasure Hunt**—Read books about creation, trees, sky, and weather. Point out the pictures and tell the child what the word is. Create a sheet with pictures of the items they saw in the creation story. Walk with the children outside and have them point out the items they have pictures of.
- **Fishing for Names**—Using cardstock, cut out medium fish shapes then place magnetic strips or circles on them along with pictures of items, foods, or animals. Use a dowel, string, and a magnet, create a fishing pole. Have the child "fish" for an item. Once they have caught a fish, have them give the name of the item on the fish.

LISTENING/RECEPTIVE

- **Environmental Sounds**—What makes that sound? Have pictures to represent each sound in the video and have them on the table. Once the children have heard the sound, have them choose the card that matches. If you have an iPad, then just show the video and have them guess what makes the sound. [Listening Game](#).
- **Rhythm Sticks**—“Tap Your Sticks,” by Raffi. Give each child two [rhythm sticks](#) and have them listen to the song and tap their sticks when the song says. One more song for fun: “Rhythm Stick Rock,” by Randy Sauer.
- **Prepositions**—Use a small beach ball and a laundry basket. Have the child hold the ball and follow the instructions the teacher gives. (New prepositions will be added each unit.)
 - Place the ball **in** the basket
 - Sit **under** the ball (have the child hold the ball over their head)
 - Place the ball **behind** the basket or stand **behind** the ball
 - Stand **in front of** the ball or place the ball **in front of** the basket
 - Stand **between** the ball and the basket
 - Lean **on** the ball or place the ball **on** the basket

PREWRITING:

- **Shape Trace**—Using the lacing cards from the previous unit, provide paper and colored pencils for the children to trace around the shapes.
- **Playdough Names**—Give each child some playdough to flatten out and then use letter stamps for them to press their name into the playdough. Have their name written out on cardstock for them to see the order of the letters. [Letter Stamps Uppercase](#); [Letter Stamps Lowercase](#).
- **Rip the Paper Collage**—Have old newspapers and colors of construction paper available for children to rip into strips and then into smaller pieces. Provide cardstock and watered down glue along with paintbrushes for spreading the glue. Once they have ripped the paper into pieces, have them glue the pieces onto their cardstock paper. Painted pictures that were done previously at the easel can also be saved for children to rip and create a collage with.
- **Sand Tray Lines**—Provide a tray with some colored sand and line cards. Help the children to draw each line in the sand. Once they have had some experience with the sand tray, have them draw the lines on their own. Say the names of the lines as they draw them and have them say them, too. Create line cards using 3x5 cards and laminate them. Lines to draw on each card: horizontal, vertical, zigzag, curvy, and circle.

PREREADING:

- **Books**—Board books about weather, creation, or plants. Read the story to the child as you point out objects in the pictures.
- **Nature Pictures**—Using photo cards showing nature pictures, pick two different pictures to show the child separately. As the child is shown the first picture, ask them to give the name of the nature picture. Notice how quickly the child can give the name and then move on to the next card and give the name of the next nature picture. The goal is for the child to begin to have an automatic response when they see the picture. Resource: [Infant/Toddler Photo Library Lakeshore](#). Add in one card at a time as the child is able to recognize the pictures.

- **Story Basket**—Book: [*We're Going on a Bear Hunt*](#), by Micheal Rosen. Create story props using wooden spoons. Have the book and props in a basket and have the children help retell the story after they have heard it a few times. [Sensory Storytelling Spoons](#).
- **Read the Room**—Have labels around the room with the picture and word describing the items. Have a matching item or picture that the child must find and then read the label. Some ideas for labels: door, chair, table, sink, shoes, blocks, etc. Use 3x5 or 4x6 cards to create the labels and then laminate.

VOCABULARY:

- **Memory**—What you will need: small pictures of sky, clouds, weather, ocean, pond, rivers, desert, mountains, plains, and tundra. Make two sets of cards and lay them face down on the table. Have the children find the two matching cards and give the name of the environment.
- **Bodies of Water**—What you will need: water play table, small plastic fish, whales, crabs, and toy boats of different types. You'll also need pictures of oceans, lakes, rivers, and waterfalls. When playing with water, talk about all the ways we use it: to drink, to wash, water our plants, and it's where many creatures live in big lakes, oceans, and rivers. During the month, bring out different pictures of bodies of water and the types of animals that live there. Let them play with the animals or boats in the water.



COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **Night Sky Painting**—Provide black construction paper. Put a cotton ball on the end of a clothespin for the brush and have children dip it into the yellow paint and then stamp it onto the construction paper. Talk about all the stars God has created.
- **Cloud Painting**—On blue paper, create clouds from different shaped sponges dipped into white paint and have children stamp clouds onto the paper. For extra fun, read the book [*Little Cloud*](#), by Eric Carle.
- **Leaf Prints**—Collect a variety of leaves in various sizes. Provide white construction paper and [large ink pads](#). Have the child choose a leaf to press into the ink pad and then press onto the paper.
- **Seashell Press**—Provide various seashells, playdough tools, and playdough. Show the children how they can press shells into the playdough to make prints.

MATH:

- **Measurement**—Talking about size, weight, length of time, etc. are important in helping children learn basic measurement skills. Compare the heights of various children. Who is taller/shorter? Compare rocks—which is bigger/smaller and heavier/lighter? How long is a second? Let children say, “Tick-tock,” as they clap two times. How long is one minute? Have children clap and walk in a circle as you measure off one minute.



- **Sequencing**—Print off pictures of activities that have two or more steps, such as a whole apple, an apple with one bite, and the apple core; or wash hands, thank Jesus for the food, and then eat. Help children put them in order. [Sequencing cards](#).
- **More, Less, Most**—During playtime, help children become familiar with these words. “This pile has more blocks than the other pile.” “This basket has the most toys inside.”
- **Zero**—Help children understand the concept of zero. During counting songs, such as “Five Little Ducks,” use the word zero to indicate “they’re all gone!” “There’s nothing left!” “There aren’t anymore.” Show a picture of a pond with no ducks. Ask how many ducks there are. Show a big “0.” No ducks; zero means they’re all gone!”

SCIENCE:

- **[Leaves Breathe](#)**—Have a small clear glass bowl of water, a leaf that has just been picked, and a small rock. Place lukewarm water in the bowl and the leaf that has just been picked, and a magnifying glass. Place the rock on the leaf so that it will be fully submerged into the water. Place the bowl on a shelf or a table and tell the children that they can come by and check the leaf to see if it breathes. They will see bubbles on the leaf when it breathes. Explain to the children that the leaf is making bubbles just like they would if they were under water and letting air out from their nose. The leaf is still using the sunlight as part of the photosynthesis process (where leaves convert sunlight to energy).
- **[Making Rain](#)**—Have glass mason jars, shaving cream, food coloring, and pipettes. Fill the jar $\frac{3}{4}$ full of water. Next, add shaving cream to the top and then let the child use the pipette to get some food coloring and put a few drops on top of the shaving cream. Have the child watch for the raindrops to fall from the cloud and into the water.
- **[Fizzy Rock Treasure](#)**—Items needed: baking soda, [unique rocks](#), two plastic tubs, vinegar, watercolors, squeeze bottles, a magnifying glass, and a dish towel. Mix some baking soda with some water. Next, place some wet baking soda in your hand and then place a rock on the baking soda. Keep adding wet baking soda around the rock to cover it and make a small ball. Make a good amount of rock treasure balls. **Let the balls dry for several days.** Once they are dry, place some of the baking soda rocks in the plastic tub. Scatter some extra dried-out baking soda all over the bottom of the plastic tub. Put some white vinegar in a squeeze bottle with some food coloring. Have a few squeeze bottles with different colors. Have the children take a squeeze bottle and squirt some of the vinegar on a baking soda treasure rock. They will see it begin to fizz and then the baking soda will come away to reveal the treasure rock. The children can take their rock and rinse it in the second tub of water and dry it off with a towel. They can then use the magnifying glass to take a closer look. **Teacher supervision required.**
- **Earth Layers**—Get a large clear jar, glass or plastic. Find a source of dirt, preferably not garden dirt. Fill your jar about halfway with dirt. Add water to your jar, filling almost to the top. Watch the sediments fall. Let the jar sit undisturbed for at least a day. Observe with the children what you see as layers, etc.



SOCIAL STUDIES

- **Dramatic Play: Italian Pizza Parlor**—Provide items to help create a pizza parlor atmosphere. Table, chairs, red and white tablecloth, dishes, felt to create pizza dough, sauce, cheese, mushrooms, olives, etc. See the link to the Italian pizza parlor for other ideas. Talk with the children about the different cultures that are around the world and how God created them all.
- **World Landmarks**—Have pictures of various landmarks from around the world and put them in the block area. Have children choose a picture and use the blocks to build the landmark.
- **Animal Skin Match**—Have pictures of various animal skins and plastic animals to match. Lay out the animal skin pictures and have the child choose a plastic animal that has the same skin.



ASSESS

Record developmental milestones.



CELEBRATE

At the end of this unit, celebrate by having the child create a world using wax paper, glue, and blue and green tissue paper. Cut the wax paper into circles and have the tissue paper cut into small squares. Provide watered-down glue in a bowl and a paintbrush. Have the paint glue on the wax paper and then add the tissue paper. Add the art to the portfolio.



MATERIALS

- Flashlight
- Picture of water, land, and plants
- Pictures of the sun, moon, and stars
- Pictures or stuffed toys of fish and birds
- Set of plastic animals and people
- Picture of people resting and a small blanket with a small pillow
- Nonskid material such as a rubbery shelf liner or inexpensive floor mats
- Cardboard
- Different color chenille stems
- Hole punch
- Beads
- Tennis balls
- Black sharpie marker
- Glue
- Googly eyes
- Beans
- Spoons

- Paper plate, wooden clothespins, and sharpie pens in primary and secondary colors
- Clear hair gel, food coloring (such as blue and yellow, or red and yellow), and a resealable bag
- Bowl, whisk, liquid soap, water
- Garlic press
- Playdough
- Tangerines
- Small broom, dustpan, painter's tape
- Book: *Share and Take Turns*, by Cheri J. Meiners, M.Ed.
- Pictures of faces with different emotions
- Ball
- Colored construction paper or spot markers
- Cardstock
- Round head fastener
- Cones
- Cloth bag and items that make a sound (various animals, various vehicles)
- Magnetic strips; pictures of items, foods, or animals; dowel; string
- Rhythm sticks
- Small beach ball and a laundry basket
- Shape lacing cards, colored pencils, paper
- Letter Stamps Uppercase; Letter Stamps Lowercase
- Old newspapers
- Paintbrushes
- Tray, colored sand, 3x5 cards
- Infant/Toddler Photo Library Lakeshore
- Book, *We're Going on a Bear Hunt*, by Micheal Rosen
- Wooden spoons, paint, fabric, and felt scraps
- Small pictures of sky, clouds, weather, ocean, pond, rivers, desert, mountains, plains, and tundra
- Plastic tub/water table, small plastic fish, whales, crabs, toy boats of different types, pictures of oceans, lakes, rivers, and waterfalls
- Black construction paper, cotton balls, clothespins
- Shaped sponges, white paint
- Book: *Little Cloud*, by Eric Carle
- Variety of leaves in various sizes, large ink pads
- Seashells
- Playdough tools
- Pictures of activities that have two or more steps, such as a whole apple, an apple with one bite, the apple core—Sequencing cards
- Clear glass bowl of water, a leaf that has just been picked, a small rock
- Glass mason jars, shaving cream, food coloring, and pipettes
- Baking soda, unique rocks, two plastic tubs, vinegar, watercolors, squeeze bottles, magnifying glass, and a dish towel
- Items to help create a pizza parlor atmosphere. Table, chairs, red and white tablecloth, dishes, felt to create pizza dough, sauce, cheese, mushrooms, olives, etc.
- Pictures of various landmarks from around the world—World Landmarks
- Pictures of various animal skins and plastic animals to match—Animal Skin Match
- Wax paper, blue and green tissue paper



UNIT 6

Made to Move

Weeks 21–24

Memory Verse:

“God saw that it was good.”

Genesis 1:21

“God created all sorts of animals.”

Genesis 1:25



BIG IDEA

God created a wonderful world where bugs crawl, mammals walk, birds and butterflies fly, and fish swim.



ENGAGE

MUSIC/MOVEMENT:

- [God Made Me](#)
- [Jesus Loves Me](#)
- [God, Our Loving Father](#)
- [Thank You Lord for Making Me](#)
- [Animals, Animals, Jesus Made the Animals](#)
- [God Made All the Animals](#)

BIBLE STORY:

Creation Part II

Now God was ready to fill up the earth with more of His beautiful creation. So, on the fifth day, God filled the seas with many types of fish. They were of different sizes and shapes, and stunning colors could be seen when you looked into the clear water. He also filled the sky with beautiful birds that flew up, up in the sky. There were red birds, blue birds, and different colored birds. God didn't stop there; He created great big sea animals, like the blue whale. Then there were cute little otters playing in the water. That day God was happy. God looked deep into the sea and saw the beautiful colored fish and the big whales; then He looked up to the sky seeing the birds flying so high and said, "This is good."

The night passed and morning came. On the sixth day, God filled the earth with animals. Great big animals like elephants, giraffes, lions, tigers, and big bears. He also created smaller animals like rabbits, chickens, and ducks. There were tiny little bugs like grasshoppers. Even lizards that changed color. That same day, God also created people to help take care of the beautiful earth. The first people he made were Adam and Eve. God told Adam to name all the animals and take care of them. Adam and Eve had so much fun petting and playing with the animals. The animals enjoyed playing with Adam and Eve, too. That day God looked at everything He created and was very, very happy.

Review the story using props.

Questions to ask:

- 1) Where do fish live?
- 2) Which is your favorite animal?
- 3) Where do birds live?

LET'S READ TOGETHER:

- ***Hello, World! Backyard Bugs***, by Jill McDonald
- ***Never Touch the Bugs!*** by Rosie Greening
- ***Indestructibles: Baby Animals***, by Amy Pixton
- ***My First Peek-a-Boo Animals***, by Eric Carle
- ***Flutterby Butterfly***, by Emma Parrish
- ***Butterfly Colors and Counting***, by Jerry Pallotta
- ***Hello, World! Birds***, by Jill McDonald
- ***Listen to the Birds***, by Marion Billet
- ***Fish!*** by Jaye Garnett
- ***Big Fish, Little Fish***, by Jonathan Litton
- ***The Funniest Animals God Ever Made***, by Rosie Greening
- ***Would You Ever Pet a Platypus? God's Funniest Animals***, by Thomas Nelson
- ***God Made Us All: A Book about Big and Little***, by Kristen McCurry



APPLY IT

ACTIVE PLAY

- **God Made Me and All of You**—Song with mirror/movement
Give each child a turn to look into a mirror while singing the song [“God Made Me and All of You.”](#) When done, have the child pass the mirror to the child next to them.
- **Animal Actions**
Show a picture of an animal—snake, frog, ladybug, lion, elephant, giraffe, etc.—and have children act out the movement that the animal makes—for example, hop, hop, hop like a frog. For extra fun, have them listen to the song [“Animal Action,”](#) by Greg and Steve, and do the actions.

RHYMING:

Itsy, Bitsy Spider

The itsy, bitsy spider,
Climbed up the waterspout. (*Place each thumb on opposite pinky finger and walk hands up and down*)
Down came the rain, (*Wriggle fingers as hands move down to represent rain*)
And washed the spider out.
Out came the sunshine, (*Raise hands, fingers spread like the sun*)
And dried up all the rain.
And the itsy, bitsy spider,
Climbed up the spout again. (*Place each thumb on opposite pinky finger and walk hands up and down*)



Here Is the Beehive

Here is the beehive, (Make a fist)
Where are the bees?
Hiding inside where nobody sees.
Watch them come creeping out of the hive,
One, two, three, four, five. (Release one finger at a time from the fist/hive)
... BUZZ-ZZZ (Wiggle fingers all around)

Flitter, Flutter Butterfly

Flitter, flutter butterfly
I couldn't catch you if I tried
Flitter low above the flower bed
Flutter high above my head
Bye, bye butterfly

Open, Shut Them Poem

Open, shut them, open, shut them, give a little clap.
Open, shut them, open, shut them,
put them in your lap.
Creep them, crawl them, creep
them, crawl them,
Right up to your chin.
Open wide your little mouth,
But do not let them in!
Creep them, crawl them, creep them, crawl them,
Right down to your toes.
Let them fly up in the air and,
Bop you on the nose.
Open, shut them, open, shut them,
give a little clap.
Open, shut them, open, shut them,
put them in your lap.
Open, shut them, open shut them, give a little clap.
Open, shut them, open shut them,
put them in your lap.
Creep them, crawl them, creep
them, crawl them,
Right up to your chin.
Open wide your little mouth,
But do not let them in!
Creep them, crawl them, creep them, crawl them,
Right down to your toes.
Let them fly up in the air and,
Bop you on the nose.
Open, shut them, open shut them,
give a little clap.
Open, shut them, open shut them,
put them in your lap.

The Little Turtle Fingerplay

I had a little turtle. *(Cup your hand slightly to make a shell)*
He lived inside a box. *(Cover the shell with your other hand)*
He swam in the water. *(Move both arms as if swimming)*
He climbed on the rocks. *(Move arms as if climbing)*
He snapped at a mosquito. *(Make a snapping motion with one hand)*
He snapped at a flea. *(Snap again)*
He snapped at a minnow. *(Snap again)*
And he snapped at me. *(Snap again)*
He caught the mosquito. *(Snatch the imaginary bug and eat it)*
He caught the flea. *(Same as above)*
He caught the minnow. *(Again)*
But he didn't catch me. *(Shake your head and wag your finger)*



ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the child. Sensory play enhances the overall development of a child's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **"Sammy," by Hap Palmer**—Provide each child with a scarf and play the song and do motions for each animal activity while walking around the classroom.
- **Balance Beam**—Provide a balance beam for children to practice walking on to improve their balance.
- **Beanbags**—Provide a beanbag for each child. Listen to the song and have the children follow the directions. ["The Bean Bag," by Hap Palmer.](#)
- **Walk the Line**—Items needed: different [colors of masking tape.](#) Create a straight line, curvy line, and a zigzag line each in a different color on the floor. Have the children walk each line, putting their feet heel-to-toe as they walk.

FINE MOTOR:

- **Dots on a Line**—Draw curved lines (zigzag, curvy and straight) on a long piece of butcher paper. Provide dot stickers and let children place stickers along the lines.

- **Hammering**—Use a closed medium-sized cardboard box and have children use child hammer to hammer golf tees into the cardboard box. **Teacher supervision required.**
- **Water Drops**—Items you will need: [Silicone Poppers](#), cup of water, pipette droppers, and a tray. Place a cup of water with a pipette and a fun shaped silicone popper on a tray. Have the child use the pipette to get some water and then squeeze a drop into each silicone bubble. This activity will help strengthen the child's eye-hand coordination and fine motor skills.
- **Geo Ball**—Items needed: [baby hair bands](#) and a [spiky ball](#). Children use the spikes on the spiky ball to stretch the hair bands and hold them in place. This activity helps to develop problem-solving skills, hand and eye coordination, fine motor skills, and creative thinking.

SENSORY DEVELOPMENT:

- **Sand Tray**—Items needed: a tray and some sand. Set out line cards and have children trace out the various lines in the sand. Make line cards using 3x5 cards and a marker. Lines to introduce: horizontal, curvy, zigzag, and vertical lines.
- **Playdough Mash**—Items needed: a tray, potato masher, and playdough. On a tray, have medium-sized playdough balls and a potato masher. Have the child use the masher to mash down each playdough ball. When they have mashed all the balls, have them pick up each mashed ball, squish and roll it back into a ball, and place it back on the tray to mash again.
- **Scratch-and-Sniff Paint**—Mix 1 tablespoon of white glue, 1 tablespoon of water, and 1 tablespoon of Jell-O powder in a cup. You can make several cups of different colors and paint a simple picture on cardboard. If you want to, you could download an easy picture to paint. Once it is dry, let the children rub the picture to release the scent. It is both visual and tactile.
- **Trucks in the Mud**—Have a towel and a bin out on a table. Have the children help to put in two cups of cornstarch and half a cup of cocoa in the bin. Slowly mix in two cups of water with a spoon. Add trucks and cars, farm animals, etc. You can extend this and add a soapy water bin, a clean water bin for rinsing, a few small toothbrushes to scrub items clean, and washcloths for drying.

SELF-HELP:

- **Cutting a Banana**—On a small table, have a tray with a bowl of bananas, child-safe cutting tool, cutting board, small paper plates, and toothpicks. For this activity, a child can peel a banana and cut it up into segments. The segments can be placed on a plate and the child can place toothpicks in each piece. Encourage them to go around to the other children and offer them a piece of banana. Remind children to throw away their toothpick in the trash.
- **Washcloth Folding**—Provide five to ten washcloths of various colors and thickness. Show the child how to fold a washcloth and then have them fold the rest and neatly stack them in the basket.
- **Water Pouring Station**—In a bin, provide a variety of clear cups and a small pitcher. Put water in the pitcher and have the child pour water into each cup. Have a washcloth available to wipe up any spills.





SOCIAL & EMOTIONAL

SELF-AWARENESS:

- **Emotions Walk**—Have emotion cards for a child to choose mad, sad, frustrated, scared, surprised, etc. Have a child choose a card and then walk the way they think they would if they were feeling that way. Have the other children join in, too. Give each child a turn to choose an emotions card. For additional fun, read the book [*My First Book of Emotions for Toddlers*](#), by Orlena Kerek, MD, and for each emotion have the children show how they would walk when feeling that way. Some questions to ask the children as they walk to raise their awareness of how their bodies feel:
 - Do you drag your feet?
 - Do you have a bounce in your step?
 - Are you moving fast or slow?
 - Are you slouched over or do you hold your head up high?
 - What are your hands and/or arms doing?
 - What does your face look like? (have a mirror for them to look into)
 - Are you making any noises when you walk? (sighing, laughing, crying, etc.)
 - Resource: [The Feelings Walk](#)
- **Personal Boundaries**—Read the book [*Don't Hug Doug: \(He Doesn't Like It\)*](#), by Carrie Finison. Use this book to start discussions with children about their personal boundaries and respecting other's personal boundaries.
- **Pinwheel Spinning**—Have pinwheels available for children to blow when they feel a big emotion and need to calm down.

SELF-CONTROL:

- **Sharing**—Have the children sit in a circle and have a toy to pass around while singing this song: "Share Your Toys" (sung to "Row, Row, Row Your Boat").
Share, Share, share your toys,
share them with your friends.
It's so much fun to share your toys,
sharing has no end.
- **Simon Says**—Listen to the song "[Simon Says](#)," by Greg and Steve, and do the actions. Children will learn to wait for and follow directions.
- **Build a Tower**—Using large soft blocks or cardboard blocks, have children work together to build a tower. They will have to move very carefully as the tower get taller, so they do not knock it over. Have children take turns placing a block on the tower.

INTERPERSONAL RELATIONSHIPS:

- **Teddy Bear Picnic**—Have children help plan a picnic by deciding what food to eat, where they will have the picnic, and any other items they will need. The teacher can write down their words on a large piece of paper. Finally, pick a day to have the picnic and have the children decide how they want to help. Maybe they bring food or a blanket to sit on. Write down their names next to what they volunteered for. Have children each bring their teddy bear on the day of the picnic. For extra fun, read the book [*Teddy Bears' Picnic*](#), by Jimmy Kennedy.

- **Cooperation Island**—Begin with three hula hoops (islands) on the floor or if you have a larger class, add more hula hoops. Play music and have the children walk around all the hula hoops. When the music stops, they must all get into a hula hoop island. The children will have to work as a team to make room and encourage their friends to climb in with them. They also needed to help their friends stay in the ring, because it will be crowded on the island. After a few songs, remove a hula hoop island and have them walk around again to the music. See how well they work together to fit into less islands. Continue until there is one island left. Cheer on the children for their teamwork, sharing, and sitting out when they did not fit.
- **Three-Legged Walk Around**—Have two children stand next to each other and use an old T-shirt piece to tie their two legs together. Have them work together to walk around the room. Talk with them about how they felt about the activity, whether it was hard or easy. Discuss how they worked together to walk around the room. Share how important it is to work together as a team and communicate how you can work together.



LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Vocabulary**—Introduce vocabulary during conversation, songs, games, and stories. Use sign language as needed. Note: children will naturally drop the sign when they begin to use the words.
- **Ring, Ring**—Using objects or story stones, place a few in front of the children. Using a play phone, **say**, “Ring, ring. Are you looking for quack, quack? Let me see if they are here.” Have the child find the duck and say into the phone, “Yes, the duck is here.” Use animals, vehicles, and the child’s name. [Hear Myself Sound Phone](#).
- **Paw-Paw Patch**—Using this song, children learn their name and become familiar with the names of the children in their class. “[Paw-Paw Patch Tune](#).” Point to the child during the last verse of the song.
Where oh where is (child’s name) x3
Way down yonder in the paw-paw patch.
- **Action Verb Match**—Have cards that show the different types of movement a child may recognize. Place one set of cards on the table or floor. Then have them choose from the second set a movement card and match it to the one on the table or floor. Have the child say the name of the movement and then help them describe what they see. Example: “Jump, the girl is jumping.” The teacher can help the child by giving the vocabulary and describing the movement seen by asking questions. “Look, what is the boy doing?” “Is he running?” [Action Verb Cards](#).

LISTENING/RECEPTIVE

- **Rhythm Stick Taps**—Give each child a pair of rhythm sticks. Tap out a short rhythm for them to listen to. See if the children can copy the rhythm. For extra fun tap to this song: [Woodpecker Rhythms](#) by Hap Palmer.



- **Hide and Seek Sounds**—Hide various toy animals or vehicles around the room. Play or give the sound of one and then have the child walk around the room to find what makes that sound. Continue to make the sound until the animal or vehicle is found. Once the child finds the item, have them give the name.
- **Swat the First Letter of Name Sound**—Using a large piece of butcher paper, write the first letter of each of the children’s names and circle each one. Using a clean fly swatter, have the children swat their letter when they hear the sound given. Example: “John, your name starts with the letter /J/. Can you find the /J/ and swat it?” Have a card with their name on it so they can see what their name looks like. After they have done the activity several times, just say, “John, /J/.” They will know to find it and swat it. Ask: “What is the first letter sound in your name?”
- **Prepositions**—Use a small beach ball and a laundry basket. Have the child hold the ball and follow the instructions the teacher gives. (New prepositions will be added each unit.)
 - Place the ball **in** the basket
 - Sit **under** the ball (have the child hold the ball over their head.)
 - Place the ball **behind** the basket or stand **behind** the ball
 - Stand **in front of** the ball or place the ball **in front of** the basket
 - Stand **between** the ball and the basket
 - Lean **on** the ball or place the ball **on** the basket
 - Hold the ball **above** the basket

PREWRITING:

- **Lid Drop**—Using various sizes of yogurt container lids, tape pictures of the environment vocabulary. Examples: bugs, animals running or walking, birds flying or swimming, and children doing some similar movement activities. Have the child choose a lid and talk with them about what they see and give the name. Then have them drop the lid through a slot in a small- or medium-sized box.
- **Chenille Stem Threading**—Provide chenille stems, large straws cut into pieces, and a tray and have the children thread the straw pieces onto a chenille stem.
- **Connect the Dots**—Place dot stickers on paper so that when children connect them with a marker it will show a line they have learned. Lines: horizontal, vertical, zigzag, and wavy. Talk with the children about the line they see after they have connected the dots. See if they remember the name of the line.
- **Color Dots**—Use two primary colors and the secondary color it makes: red + yellow=orange. On a piece of paper, use markers in those colors to make little circles all over the paper. Have Q-tips and small trays of paint for children to dip a Q-tip in and make a dot or paint in the matching circle color. Talk with children about color mixing to make another color.

PREREADING:

- **Rhyming Book**—*I Went Walking*, by Sue Williams. Read the story to the child as you point out details on each page to help build the child’s awareness and vocabulary. Move your pointer finger along the words in each sentence as you read. Over the next few weeks, see if the children can help “read” the book by finishing the sentence or helping to “read” the repeat line, “I went walking.”



- **Class Action Book**—Make a book with pictures of each child and teacher doing an action. Look at the book together and say each child's name and say the action they are doing. Write the words below the picture so the children can see them. Laminate the pages and put them in a binder.
- **Reading Cards**—Create a set of ten read-along cards using 5x8 index cards without lines. Find or take pictures that are related to the theme such as bugs crawling or animals running. Print out the pictures and then write or print out what is happening in the pictures. Glue them onto a 5x8 card (or larger). Example: Create a read-along card with a picture of a dog running. Have the child describe what it is. Laminate the cards so they will last longer. When showing the card, have the child say what they see, such as "The brown dog is running fast." More cards can be added to the set during the month. Introduce words to describe the picture so the children can build their vocabulary.
- **Name Soup**—Have plastic letters in a bowl and the child's name written on a card. Have the child use a spoon to find and scoop out the letters that make their name and place each plastic letter on the letter on the card. Have a picture of the child on the card for children who are not yet familiar with their name.

VOCABULARY

- **Animal Actions**—Share books with animals and actions, such as:
 - *What Are They Doing?*, by Molly McIntyre
 - *From Head to Toe*, by Eric Carle
- **Follow the Leader**—Let the children copy you as you demonstrate movement words: walk, hop, fly, crawl, etc.



COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION

- **Finger Bugs**—Provide white construction paper and ink pads in various colors. Have children press their finger or thumb into an ink pad and then place it on the paper to make a fingerprint. Have the children stamp their fingerprint many times using different colors on the paper. The teacher can then add black legs and details to make little bugs.
- **Pendulum Painting**—Items needed: a shower curtain or paint drop cloth, cardboard box poles, cardboard tube, string, small paper cup, paint, packing tape, hot glue, and cardstock or large piece of butcher paper. Create the pendulum. Have the child choose which paints they would like to add to the cup, which has a small hole in the bottom covered with tape. Once all the paint is in the cup, remove the tape and give the cup a push so it will move around the paper to make a design. Once the paint has emptied, set the art to dry.
- **Spinner Art**—Items needed: Spin art machine or salad spinner, white paper cut to fit, and paint in squeeze bottles. Place a piece of paper in the spinner and then turn it on. As it is spinning, have the child squeeze drops of paint on the paper. For a salad spinner, place the drops of paint on the paper, place the lid on, and press down on the mechanism that makes it spin. Children will see the fun design they have made when they are done spinning the paper.

- **Ocean Sponge Painting**—Provide cutout ocean animals and plants, trays, white construction paper, paint in ocean colors, and sponges. Have the children place the white construction paper on a tray and use a sponge with blue paint to dab on the paper to create the ocean water. Remove the paper and then place the ocean animal on it. Use another sponge with a color provided to dab on the animal shape. Do the same with the plant shapes. Have the child place the shapes on the wet blue paint on the larger paper to create an ocean scene.

MATH:

- **Comparisons and Measurements**
 - **What's the Order?**—Have three similar toys of different sizes. Demonstrate lining them up in order by size. Allow the child to line them up by size and try with other objects as well.
 - **Sorting**—Provide pictures of a variety of land, water, and sky animals. Show the child how animals can be put into groups according to where they live. Let them practice sorting into categories.
 - **How Long Is It?**—Provide Duplo blocks and items to measure. Have the children choose an item to measure and then snap together Duplo blocks to match the length. Question to ask: How many blocks did it take to measure the length of the item?

SCIENCE:

- **Push and Pull Force of Motion**—Provide a small carry-on suitcase with four wheels for children to pack with various items from around the classroom. Have them pull the suitcase around by the lift-up handle or push it to wheel it around the room. For a challenge, use painter's tape to put different lines on the floor for the children to pull or push the suitcase along. Example, roll the suitcase on a curvy line on the floor.
- **Wiggly Straw Wrapper Worm**—Take a tissue and color some lines on the tissue, wrap the tissue tightly around a straw. Scrunch it tight as you take it off the straw. Then carefully put little black eyes on it, maybe some dots down the length of the tube. Place it on a plate and use a pipette to put a couple drops of water on one end of the tube. Let the children see how the cocoon grows.
- **Rainstick Discovery Bottle**—Fill clear water bottle with cut up straws and add about one cup of rice (depending on the size of your bottle).

SOCIAL STUDIES:

- **Traveling**—Show pictures of ways people travel: bus, train, car, airplane, and ship. Discuss with the children ways they have traveled to visit family or ways they have gone on vacation. Give children turns to share about their travels.
 - Possible books to read:
 - o *Pete the Cat's Train Trip*, by James Dean
 - o *Good Night Boats (Good Night Our World)*, by Adam Gamble and Mark Jasper
 - o *The Wheels on the Bus*, by Paul O. Zelinsky
 - o *Going on a Road Trip: A Toddler Prep Book*, by ReadySetPrep
 - o *Going on a Plane*, by Anne Civardi

- **Dramatic Play**—Set a dramatic play center as an airplane/airport or bus/bus station. Have a table for the check-in with tickets and other items, have small luggage, chairs for seating, and other items for pilot/bus driver, etc. [Airport Dramatic Play](#).
- **National Parks**—Research a national park near your location and share pictures of the area, animals that live there, plants found there, activities people can do there, etc. Talk about how God created all the beautiful areas on our earth for us to enjoy and care for.



ASSESS

Record developmental milestones.



CELEBRATE

At the end of this unit, celebrate by adding the child's pendulum art to the portfolio along with a picture of the child creating the art. Celebrate how God made us to move!



MATERIALS

- Handheld mirror
- Pictures of animals: snake, frog, ladybug, lion, elephant, giraffe, etc.
- Balance beam
- Beanbags
- Different [colors of masking tape](#)
- Dot stickers
- Medium-sized cardboard box
- Child hammer
- Golf tees
- [Silicone Poppers](#), cup of water, pipette droppers, a tray
- [Baby hair bands](#) and a [spiky ball](#)
- Sand, 3x5 cards, marker
- Playdough
- Potato masher
- White glue
- Scented Jell-O powder
- Bath towel, plastic bin, cornstarch, cocoa, toy trucks
- Bowl of bananas, child-safe cutting tool, cutting board, small paper plates, toothpicks
- Five to ten washcloths of various colors and thickness, basket
- Clear cups in variety of sizes, small pitcher
- Emotion cards
- Book: [My First Book of Emotions for Toddlers](#), by Orlena Kerek, MD
- Book: [Don't Hug Doug: \(He Doesn't Like It\)](#), by Carrie Finison
- Pinwheels
- Large soft blocks or cardboard blocks

- Book: [*Teddy Bears' Picnic*](#), by Jimmy Kennedy
- Hula hoops
- Old T-shirt piece
- Hear Myself Sound Phone
- [Action Verb Cards](#)
- Rhythm sticks
- Butcher paper
- Clean fly swatter
- Small beach ball and a laundry basket
- Various sizes of yogurt container lids, tape, pictures of the environment (example: bugs, animals running or walking, birds flying or swimming, and children doing some similar movement activities)
- Chenille stems, large straws cut into pieces
- Q-tips and small trays of paint in primary colors
- Book: [*I Went Walking*](#), by Sue Williams
- Pictures of each child and teacher doing an action
- 5x8 index cards with no lines
- Pictures that are related to the theme "Made to Move"
- Plastic letters in a bowl, spoon
- Book: [*What Are They Doing?*](#) by Molly McIntyre
- Book: [*From Head to Toe*](#), by Eric Carle
- Ink pads in various colors
- Shower curtain or paint drop cloth, cardboard box poles, cardboard tube, string, small paper cup, paint, packing tape, hot glue, and cardstock or large piece of butcher paper
- [Spin art machine](#) or salad spinner
- Paint in squeeze bottles
- Cutout ocean animals and plants, trays, white construction paper, paint in ocean colors, and sponges
- Pictures of a variety of land, water, and sky animals
- Duplo blocks
- Small carry-on suitcase
- Tissue, straws, pipette
- Clear water bottle, rice
- Pictures of ways people travel: bus, train, car, airplane, and ship
- Books: [*Pete the Cat's Train Trip*](#), by James Dean; [*Good Night Boats \(Good Night Our World\)*](#), by Adam Gamble and Mark Jasper; [*The Wheels on the Bus*](#), by Paul O. Zelinsky; [*Going on a Road Trip: A Toddler Prep Book*](#), by ReadySetPrep; [*Going on a Plane*](#), by Anne Civardi
- [Airport Dramatic Play](#)



UNIT 7

Rest

Weeks 25–28

Memory Verses:

“God rested.”

Genesis 2:3

“Jesus stilled the waves.”

Psalms 107:29



BIG IDEA

God created me to rest and learn.



ENGAGE

MUSIC/MOVEMENT:

- [Jesus Loves Me](#)
- [Sabbath Is a Happy Day](#)
- [Keep the Sabbath](#)
- [It's a Great Day](#)
- [Sabbath Song](#)
- [God Made You and Me](#)

BIBLE STORIES:

Sabbath Rest—Creation Part III

Week 1

After working hard during creation week, God decided that on the last day of the week, which was the seventh day, He would take some time to rest and celebrate His hard work with Adam and Eve. He called the seventh day Sabbath. Sabbath was a special day, different than all the other days of the week.

Week 2

Now resting did not mean God slept all day long; it meant that He was finished with all His work creating a special world. He told Adam and Eve that they didn't have to work on Sabbath. Instead, they could enjoy the day together and with Him.

Week 3

Adam and Eve worshipped God and enjoyed singing songs together. They ate yummy food and laid down on the soft green grass while they looked up at the sky and enjoyed watching the birds flying together. In the afternoon, they put their feet in the cool water and enjoyed watching the fish swim. It was a wonderful celebration for Adam, Eve, and God to enjoy together. God blessed the seventh day Sabbath and made it a special day. He invites us all to celebrate the joy of the Sabbath with Him every week.

Week 4

Review the story using props.

Questions to ask:

- 1) How do you rest on the Sabbath?
- 2) Do you rest on other days of the week?
- 3) What do you enjoy doing on the Sabbath?

LET'S READ TOGETHER:

- *Sabbath Is for Me*, by Robert Koorennny
- *Hear, O Little One: In the Morning and in the Evening*, by Eric Schrotenboer
- *Good Day, Good Night*, by Margaret Wise Brown
- *Mindful Tots: Rest & Relax*, by Whitney Stewart
- *I Calm Down: A book about working through strong emotions*, by Cheri J. Meiners
- *Calm-Down Time*, by Elizabeth Verdick
- *Sleepyheads*, by Sandra J. Howatt
- *Goodnight, Veggies*, by Diana Murray
- *But First, We Nap*, by David W. Miles
- *Time for a Nap*, by Phillis Gershator
- *Hibernation Station*, by Michelle Meadows



APPLY IT

ACTIVE PLAY:

- **1, 2, 3, 4, 5, 6 Days for Us?**—Song with counting
The teacher touches the heads of multiple children or counts fingers or toes of one or two children.
1, 2, 3, 4, 5, 6 Days for Us
1, 2, 3, 4, 5, 6 Days for Us
1, 2, 3, 4, 5, 6 Days for Us
The 7th Day is for Jesus
- **Beach Towel Resting**—Have children rest on a beach towel and listen to the sound of waves or water noises.
- **Rest Time/Wake Up** (activity)
Similar to a red light/green light activity, the children do various fast-paced activities (wiggle, do a dance, etc.). The teacher interrupts periodically with “Time to rest!” at which point the children must stop and pretend to sleep.

RHYMING:

I Wiggle

I wiggle my fingers (*Wiggle fingers*)
I wiggle my toes (*Wiggle toes or feet*)
I wiggle my shoulders (*Shrug shoulders*)
I wiggle my nose (*Scrunch nose*)
Now the wiggles are out of me
And I am as still as still can be (*Sit still*)

Sleepy Fingers

My fingers are so sleepy,
It's time they went to bed.
First you, Baby Finger,
Tuck in your little head.
Ring Man, now it's your turn.
Then comes Tall Man Great.
Pointer Finger, hurry
Because it's getting late!
Let's see if they're all cozy.
No, there's one more to come.
Move over, Little Pointer,
Make room for Master Thumb!

Here Is a Cave

Here is a cave. (*Bend fingers to form cave*)
Inside is a bear. (*Put thumb inside fingers*)
Now he comes out. (*Thumb out*)
To get some fresh air.
He stays out all summer
In sunshine and heat.
He hunts in the forest
For berries to eat. (*Move thumb in a circle*)
When the snow starts to fall
He hurries inside.
His warm little cave (*Thumb in*)
And there he will hide.
Snow covers the cave
Like a fluffy white rug. (*Cover with another hand*)
Inside the bear sleeps
All cozy and snug.
—Cheryl's Sweethearts ChildCare

Winter Action Poem

Winter is cold (*Hug yourself and shiver*)
There is snow in the sky (*Flutter fingers above your head*)
The squirrel gathers nuts (*Pretend to gather nuts*)
And the wild geese fly (*Flap arms*)
The fluffy red fox (*Cup hands over the head to form ears*)
Has his fur to keep warm (*Stroke arms as if stroking fur*)
The bear's in her cave (*Form a cave shape with your arms*)
Sleeping all through the storm (*Fold hands under cheek and pretend to sleep*)
—Cheryl's Sweethearts ChildCare

On Sabbath Morning (Gracelink)

When Sabbath comes, we jump up quick (*Jump quickly in place*)
And dress in clothes so clean, (*Pretend to put on shirt*)
For we want to be ready—
Best children ever seen! (*Smile*)
We brush our teeth (*Pretend brushing*)
and comb our hair; (*Pretend combing*)
We clean our breakfast plate; (*Pretend eating*)
We've lots of time to get to church (*Walk in place*)
So we will not be late.
—Bonita Dick Kraemer, Adapted

Here Is the Church (Gracelink)

Here is the church. (*Fists together*)
Here is the steeple. (*Pointer fingers together to make steeple*)
Open the doors and see all the people (*Open hands and wiggle fingers*)



ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the child. Sensory play enhances the overall development of a child's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **Pillow Moves**—Give each child a small pillow. Demonstrate as you do various things with your pillow. such as “Hold your pillow way up high; stretch! Now put it way down on the floor by your feet. Shake your pillow really fast! Hug your pillow and turn around and around. Now we are so tired! We can put our head on our pillow and rest!”
- **Animal Moves**—Pretend you are various animals. “All the bugs are crawling, crawling, crawling. They crawl up on the chair, they crawl on the ground. Now it’s nighttime and they all go to sleep! (Everyone lies down really still.) Now we are birdies! It’s time to wake up! We fly and fly and fly all around. We fly up high. We fly down low. (Bending knees to go lower.) Then it gets dark, and we all go to sleep! (Pause.) Now we are bunny rabbits! It’s morning! We all wake up and hop, hop, hop! We hop all day and nibble on grass.... Then it gets dark, and we all go to sleep!”
- **Follow the Leader**—Copycats: have the children mimic what the teacher does. Move like different animals (e.g., a bird, a snake, a frog). Do simple jumps, hops, skips, big steps, little steps, etc. Move fast/slow, high/low. You can move in a straight line, or you can loop round all over the place.

FINE MOTOR:

- **Animal Houses**—Recycle cereal boxes and other assorted small cardboard boxes. Use nature items as well, such as sticks, leaves, or shredded paper. Build animal houses with the children. Cut, glue, tape, and paint them. Get inspiration from pictures of animal habitats: bird’s nests, bear caves, squirrel’s dens, etc. Talk about how animals rest (hibernate).
- **Hibernation Habitat**—Pick out some blocks and tape pictures of animals sleeping or hibernating on them. Allow children to stack them and build with them. Build a “hibernating/resting habitat.” Add larger animals for the children to use in the block area; maybe add some pictures of the animal habitats and small blankets to help with building as well. Use your imagination along with the children.
- **Animal Habitat**—Make a bin that contains sand and small pebbles. Add small animals and trees with Easter grass or fake grass from the store. Add small cups or bowls. Put a small scoop and alligator tweezers (children’s tweezers) in the bin for the children to play with. **Teacher supervision required.**
- **Music Box**—Put egg shakers, ribbon streamers, homemade drums, a xylophone, discovery bottle music shaker, or whatever age-appropriate musical items you have in the music box for the children to play with.

SENSORY DEVELOPMENT:

- **Water Bead Sensory Bottles**—Items needed: various colors of water beads, empty clear water bottles, funnel with large opening, food coloring, hot glue gun, and glue sticks. Hydrate water beads overnight; then put them in the bottles. Glue lids on tight and tape as well.

- **Mega Block Ice Painting**—Items needed: Mega Bloks, washable nontoxic paint, ice cube tray, and paper. Freeze Mega Bloks to the top of each ice cube spot with paint. This will serve as handles for children to hold as they move the colored ice around the paper. The Mega Bloks are easier for the two-year-old children to grip than a popsicle stick. Instructions: Pour paint into ice cube tray. Add different layers of colors for more fun. Freeze 20-30 minutes; then add Mega Bloks. Put the tray back in the freezer until frozen, about 3-4 hours, and then paint.
- **Crunchy-Crunch**—Put about ½ cup of dry elbow macaroni into a gallon resealable bag. Smooth all the air out while closing it. You can use other items like graham crackers, cheerios, or other crunchy items, and use them later in a snack like yogurt. If you don't want to waste dry macaroni or food, you could also use nature items that make noise when crushed. Tape the bag to a table and let the children roll a rolling pin over them to hear and see what happens.

SELF-HELP:

- **No Bake Apple Donuts**—Items needed: green and/or red apples, peanut butter, cocoa powder, sprinkles, nuts, granola, mini chocolate chips, lemon, small butter knives, bowls, spoons, small plates, and napkins. Cut small circles out of the middle of each apple slice. Soak the apple rings in the water and lemon juice mixture for 5-10 minutes. Pat dry completely. Mix the peanut butter and cocoa powder until smooth and well combined. Have the children spread the peanut butter/cocoa* mixture on their apple ring and then they can choose the topping they would like to sprinkle on it.
***Warning** – if you have children in your early childhood program with peanut or nut allergies you might want to substitute with sunflower seed butter.
- **Sorting Silverware**—Items needed: silverware tray, silverware, paper, and contact paper. Trace a fork, butter knife, tablespoon, and teaspoon. Cut them out and place contact paper over each one. Have children sort silverware into each matching space.
- **Cutting Straws**—Items needed: straws, scissors, yarn, and large plastic needles. Have children cut some straws into pieces and then use large needle and yarn to string the straws to make a necklace.



SOCIAL & EMOTIONAL

SELF-AWARENESS:

- **Mindfulness 5-4-3-2-1**—This is an especially great activity to help children manage anxiety or anger. Have them look around their current surroundings and find **five** things they can see, **four** things they can touch, **three** things they can hear, **two** things they can smell, and **one** thing they can taste. By the time they get through listing all of those, they will be more present and calmer. Write out each step on a card that can be carried around by the teacher or placed on the wall for a quick reference. **Teacher assistance required.**

- **Keep the Ballon Up**—Items needed: balloons and knee-high nylons. Place a balloon in a knee-high nylon and blow it up. Tie the ends of the knee-high nylon on each end and cut off the extra. If the balloon pops, the pieces will stay inside the nylon. Play music and have the children poke the balloon to keep it in the air. Tell them they should *HELP* their classmates by keeping the balloon up the air. Add in more balloons for fun.
- **Calm Down Tray**—Items needed: [large tray](#), rice or fine sand, paintbrushes in various widths, and line and shape cards. Have children choose a line card or shape card and make the shape with a paintbrush in the rice or sand. Have the tray available when children seem to need some time to calm down and relax their bodies.

SELF-CONTROL:

- **Waiting Your Turn**—Introduce the children to waiting their turn to talk with the teacher. If the teacher is working with another child, have the child that wants to speak to the teacher place their hand on the teacher's shoulder. The teacher then needs to acknowledge that they know the child is waiting by placing their hand on the child's hand. [The Waiting Hand](#).
- **The Quiet**—Read the book [The Quiet Book](#), by Deborah Underwood. Talk with the children about how to be quiet and what it sounds like. Play a game where they are all quiet and just listen. They can sit with their eyes open or closed. Have an egg timer they can see so they know how long to play the quiet game. Share with the children that there will be a quiet tray they can pull out and play the quiet game on their own. Set up the tray with the book and a [three-minute sand timer](#). [The Quiet Book](#), by Deborah Underwood, audio book.
- **Toy Rescue**—Items needed: laundry basket, yarn ors, and stuffed toys. Fill the laundry basket with different sizes of stuffed toys, little blankets, burp cloths, and other smaller toys to help fill it out. Take the yarn and tie pieces of it across the basket from one side and then pull it across and tie it to the other. Do this over and over until you have a latticework of yarn over the top of the toys (almost like a spider web over the top). Set the basket out and have the children rescue the toys! They need to use their problem solving, perseverance, and creativity skills to maneuver the yarn and the toys to get the toys to freedom.

INTERPERSONAL RELATIONSHIPS:

- **Conflict Resolution**—Help children to begin to work through social problems by teaching these three easy steps. 1.) **Stop**. The first step in teaching conflict resolution involves using your hand to make a stop sign. The hand movement for the stop sign is simply a reminder that *before* a child goes to a grown-up for help, they need to tell the other person to stop what they are doing because they don't like it. Hopefully this simple, yet powerful step will end the conflict right away and diminish the need to run to a teacher. If it doesn't, then teach the children to move on to Step 2. 2.) **Walk away**. If a child tells another child to please stop what they are doing because it bothers them or makes them angry and the child doesn't stop, tell them it is time to walk away. 3.) **Get help from a grown-up**. Now we all know that sometimes Steps 1 and 2 don't work. The offending child may not listen and may keep following the other child around, bothering or pestering them. The child has used appropriate words (by saying "Stop" with Step 1) and has tried to separate from the problem (with Step 2). Those are big feats for a young child! The teacher can then instruct children on appropriate social skills and behavior.

- **Working It Out**—Read the book [*Talk and Work It Out \(Learning to Get Along\)*](#), by Cheri J. Meiners. Discuss with the children what words they can use when they don't like something or need something from someone else, etc.
- **Showing Kindness**—Read the book [*Kindness Counts 123*](#), by R.A. Strong. Discuss with the children how they can show random acts of kindness to others and how that makes them, and others, feel. Some ideas of random acts of kindness they can do as a class or individually: feed the birds, plant some flowers to give to others, smile at others, help a friend pick up the toys they were playing with, say thank you, make cookies for the local firefighters, etc.



LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Vocabulary**—Introduce vocabulary during conversation, songs, games, and stories. Use sign language as needed. Note: children will naturally drop the sign when they begin to use the words.
- **Dress-Up Box**—Have hats, medium pieces of fabric in various colors and textures, small bags/purses, etc. This can be a quiet time activity where the children can explore dressing up and looking at themselves in the mirror. Give a direction, such as “Can you find the big black hat?” or “If you can find the red soft fabric, I will put it on your shoulders.” The teacher can give them time to find it and help them by pointing it out and having them bring it to them. Give the children time to explore and look at themselves in the mirror. Help children learn to describe the items they are retrieving.
- **Bedtime Routine in a Bag**—Have a small bag or pillowcase and have mini-items that represent toothbrush, toothpaste, slippers, cup, bed, pillow, blanket, pajamas, night light, stuffed animal, book, etc. Talk with the children about a bedtime routine and let them share what they do before nap- or bedtime. As the children pull out an item, have them give the name and help them to describe it. Example: when a child pulls out the toothbrush, have them give the color, whether the handle is soft or hard, the bristles are rough or soft, or if it's long or short, etc.
- **Where's Spot?**—Read the book and then have children retell the story using the vocabulary to describe where Spot is. [*Where's Spot*](#), by Eric Hill.
- **Letters in Your Name**—Small cookie sheet, medium-sized magnetic letters to make each child's name, printout of their name, and a picture of the child. Have the child find their picture and then place their name card on the cookie sheet. Give them only the letters of their name and help them match the letters on the name card. Say their name and say: “Joe, this is your name. See the letters that make your name?” Have their name on labels around the room, such as their cubby, storage box in the diaper area, and near a picture of them on the classroom wall where they can see it. Point out their name as they see it in each area that is labeled.

LISTENING/RECEPTIVE:

- **Relaxing Sound Cards**—Create cards with pictures of things that produce relaxing sounds, such as water in a stream, birds, wind chimes, ocean waves, piano, etc. Show the children a card and play the sound that goes with it. Describe the picture and sound that each makes. Once they have heard the sounds, then tape the pictures to the wall and as a sound is played, help them to find the picture of what makes that sound. (Find the various sounds on the internet.)
- **Where's Johnny?**—Use a child's blanket to play a game using prepositions. Put the blanket on the child and **say**, "Where is (child's name)? Is (child's name) under the blanket or on top of the blanket? Look, (child's name) is under the blanket." Prepositions to use: beside, on, under, in front of, behind, etc. Each time place the blanket in various positions. Once the child has played the game several times, help them place the blanket in the various positions and see if they remember how to describe where the blanket is using the various prepositions.
- **Narration**—When getting ready to transition, narrate to the children what is happening. Example: "We are putting away the toys so we can get ready to go outside. I am putting on my jacket to get ready to go outside and now I will help you put on your jacket to get ready to go outside."
- **Color Beanbag Toss**—Have beanbags in the primary and secondary colors in baskets. Give children directions on which one to toss or drop into the basket. Example: "Toss the blue beanbag into the basket." Help the child find the blue beanbag and toss it into the basket. Talk about color mixing with the children and share how if two primary colors are mixed, they will make a secondary color. Have them choose two primary colors and share with them what secondary color they make. Then have them toss the beanbags into the basket while saying, for example, "You chose blue and red. When mixed, those two colors make purple."

PREWRITING:

- **Light Table Paint Push**—Purchase a light table or create your own. Instructions for [DIY Light Table](#). Using a 2-gallon resealable bag, place dark colored paint in the bag so that it can move around, coating the inside of the bag. Tape the bag on all sides to the top of the light table so the lights are below the bag. Have them move the paint around on top of the bag until they are able to get the light to shine through.
- **Thread the Straw**—Using a thick cardboard tube, cut it into several pieces. In those pieces, punch holes all around. Have the child take a straw and put it through one hole and out another.
- **Push Your Name**—Gather shoeboxes, ping-pong balls, scissors, dot stickers, and a picture of each child. For each child, have a shoebox with holes just a bit smaller than the ping-pong balls, with enough holes for the letters in their name. Use the dot stickers to put the letters of their name above each hole and on each ping-pong ball. Glue their picture to their box. Show them their box by pointing to their picture. Next, place the ping-pong balls matching each letter of their name and then say their name. Show them how to push each ball through the matching hole.

- **Line Trace**—Collect a small chalkboard, chalk, paintbrush, and cup of water. Draw a set of lines on the chalkboard and then have the child use the paintbrush that has been dipped in the water to trace each line. Ask the child to give the name of the line as they trace it. Line examples: horizontal, diagonal, zigzag, curvy, etc.

PREREADING:

- **Rhyming Book Story Basket**—Read the book [The Napping House](#), by Audrey Wood. Once the children have heard the story several times, have them help to retell the story using [story cards](#). Help the children to remember to use the descriptive words, for example: slumbering mouse.
- **Reading Cards**—Create a set of ten read-along cards using 5x8 index cards without lines. Find pictures or take pictures of the children that are related to the theme, such as children sleeping, children relaxing, children doing quiet activities, etc. Print out the picture and then write or print out what is happening in the pictures. Glue the picture and description onto a 5x8 card or larger. Example: Create a read-along card with a picture of a child resting or quietly looking at a book. Describe what you see in writing on the card or type it out. Laminate the cards so they will last longer. When showing the card to the child, point out what is happening and other details, such as “Look at the child quietly resting on their mat.” More cards can be added to the set during the month.
- **Name Hunt**—In a sensory bin, have sand or rice with letters hidden under the rice. Have two sets of letters so there are enough letters to make a name. Have a name card for each child with their picture on it. Explain to the child that they need to find the letters in that name in the bin and place them on the matching letters on the card. Allow children to find the letters in a friend’s name. Be sure to say the name of the letter and the sound it makes so the child becomes familiar with this. [Letter Hunt](#) idea.
- **Name Recognition**—Using the [Lakeshore Infant/Toddler Photo Library](#), choose three pictures to show to the children and have them give the name of each item. See how quickly they can give the name of each item. Once they have learned the names of the first three cards and can quickly retrieve the name of each picture from their memory, add in one more card. Keep adding in a picture card once they have mastered the names of the current pictures. This helps children gain vocabulary and build the learning pathways in their brain.

VOCABULARY:

- **Bedtime Routines**—Daytime, nighttime, asleep, awake, moon, stars, sun, pajamas, pillow, bed, and blanket. Read a book about bedtime routines, such as [Bedtime](#), by Elizabeth Verdick. Point to things that suggest nighttime and say the words or ask the child to find the things in the pictures.
- **Nighttime Items**—Place objects in a box that have to do with nighttime, such as a small dollhouse bed, pajamas, small pillow, or pictures of the moon and stars. Let the child pull something out and talk about what it is.





COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **Block Building**—Have the children work together to build a tower or church, take a picture of the structures the children build. The blocks could be soft blocks, cardboard blocks, or wooden blocks.
- **Earth**—Have the children finger paint a white circle with blue and green paint. Glue the circle onto another sheet of construction paper. The teacher may label the picture: “Thank you, God, for creating the earth,” or use the memory verse with the picture.
- **Praise Music**—Use different noisemakers, rattles, and shakers when you are playing music. We can praise Jesus with music ([homemade guitar](#)).
- **Contact Paper Window Art**—Precut shapes out of tissue paper, attach contact paper to a window with tape, and have children put shapes onto the sticky side of the contact paper. Then cover with another piece of contact paper. Black tape can be used to create a frame for the outside edge.

MATH:

- **Counting**
 - **Five Frame Counting**—Items needed: painter’s tape, items to count, deck of playing cards, and use cards up to number 5 in each set. On the floor, tape out a five frame. Place the items to count in a basket and the playing cards in a stack next to the basket. Have the child take a card from the deck and count how many designs they see. Then have them take that many items out of the basket and place one item in each square of the five frame, counting as they go. Once they have mastered the five frame, add another section of the five frame to make it a ten frame and add in cards up to ten in the deck.
 - **Counting with Bowls**—Items needed: plastic or Styrofoam bowls, sharpie or marker, and pom-poms. In each bowl write the number at the bottom of the bowl and then make dots along the inside of the bowl that correspond to the number. Have the child count out the number of pom-poms to go into each bowl.
 - **Number Hop**—Items needed: construction paper, contact paper, painter’s tape, a marker, and a [large dice](#). Have ten pieces of construction paper and on each one write the number and make the same number of dots. Place each piece of paper randomly on the floor and cover with construction paper and put painter’s tape around the edges. Have the child toss the dice and count out the number of dots and then hop on each paper until they land on the one that matches what they rolled. Have them count the dots on the paper to make sure they match.

SPATIAL RELATIONSHIPS:

- **Nesting Cups**—These are a great way to introduce the spatial concept of “container” and “contained.” Challenge children to experiment with how objects fit within one another. Find other objects that fit inside each other using words such as bigger, smaller, inside, on top of, under, etc.



- **Giant Shape Match**—Items needed: large piece of butcher paper, wooden blocks, marker, and painter's tape. Place the butcher paper on the floor and tape it down. Take a marker and trace around each shape of block. Place the blocks in a basket and have the child find the block that fits in each shape and place it on the outline on the butcher paper.
- **Mega Bloks Tetris**—Items needed: white butcher paper, marker, Mega Bloks, and painter's tape. Take a piece of butcher paper and tape it to a table. Organize your blocks to form lines on your paper and outline each formation. Place the blocks in the basket on one side of the table and have the children choose blocks to put together to try and make the shape to fit each outline.

SCIENCE

- **Habitats**—Sing "[Jesus made the animals, the animals, the animals](#)" (Janet Sage song), while matching a polar bear to a snow cave, a squirrel to a tree knot burrow, fox to den, etc. Use materials you have in your room to make habitats for the animals you choose to highlight, showing where different animals sleep or hibernate. Or download pictures showing the animals and the places they sleep.
- **Where Animals Sleep**—Play nature sounds and show the children pictures of sleeping animals and how they keep safe in different types of weather conditions, such as rain/snow/sun. Make a tray/bin with ice and have matching animals for the ice tray/bin. Make one with water and have fish and a few animals for it. Then make a dry one, also with animals. Talk about how a small animal keeps dry, and how larger ones keep warm in snow/ice. Look in books and read to them about what they see and feel in the different trays/bins how God keeps us safe.
- **Color Matching Nature**—Get paint color swatches from a home improvement store. Take the children on a walk and match the colors to nature items you find along the way. If a walk isn't feasible, use the color swatches on the playground. Maybe take a walk yourself and bring nature items to your playground for the children to see and match. This is fun to see them match items. This can be changed up and used for learning colors and be done indoors.

SOCIAL STUDIES

- **Where Do We Sleep?**—Show pictures of the different places people sleep and discuss with the children if they have slept in any of those places. Examples: in a bed in a room, in a bunk bed in a room, on the ground in a sleeping bag, in a bed in a camper, in a hammock, on a cot, etc.
- **Books to Read**—[Big Kid Bed](#), by Leslie Patricelli; [I Sleep in a Big Bed](#), by Maria van Lieshout.
- **How Do People Rest?**—Show pictures of different ways people rest. Discuss with children how they rest, where they rest, and what their favorite way to rest is. Examples: getting a good night's sleep, quietly looking at a book, quietly coloring a picture, spending time alone in the quiet space in the classroom, going outside and looking at the clouds, listening to ocean waves music, etc.





ASSESS

Record developmental milestones.



CELEBRATE

At the end of this unit, celebrate by having the Teacher take a picture of the child napping. Add the photo to the portfolio.



MATERIALS

- Beach towels
- Sound of waves or water noises
- Small pillows
- Cereal boxes and other assorted small cardboard boxes
- Mature items, sticks, leaves, and shredded paper
- Blocks
- Pictures of animals sleeping or hibernating
- Plastic bin
- Small pebbles and sand
- Animals and trees with easter grass
- Small cups or bowls
- Small scoop and alligator tweezers
- Egg shakers, ribbon streamers, homemade drums, a xylophone, discovery bottle music shaker
- Various colors of water beads, empty clear water bottles, funnel with large opening, food coloring, hot glue gun, and glue sticks
- Mega Bloks, washable nontoxic paint, ice cube tray, and paper
- Gallon-sized resealable bag
- Dry elbow macaroni
- Green and/or red apples, peanut butter, cocoa powder, sprinkles, nuts, granola, mini chocolate chips, lemon, small butter knives, bowls, spoons, small plates, and napkins
- Silverware tray, silverware, paper, and contact paper
- Straws, scissors, yarn, large plastic needles
- Ballon, knee-high nylons
- Large tray, rice or fine sand, paintbrushes in various widths, line and shape cards
- Book: *The Quiet Book*, by Deborah Underwood
- Three-minute sand timer
- Laundry basket, yarn or string, stuffed toys
- Book: *Talk and Work It Out (Learning to Get Along)*, by Cheri J. Meiners
- Book: *Kindness Counts 123*, by R.A. Strong
- Hats, medium pieces of fabric in various colors and textures, small bags/purses, etc.
- Small bag or pillowcase and have

mini-items that represent toothbrush, toothpaste, slippers, cup, bed, pillow, blanket, pajamas, night-light, stuffed animal, book, etc.

- Book: [*Where's Spot?* by Eric Hill](#)
- Small cookie sheet, medium-sized magnetic letters
- Cards with pictures of things that produce relaxing sounds, such as water in a stream, birds, wind chimes, ocean waves, piano, etc.
- Child's blanket
- Beanbags in the primary and secondary colors
- Baskets
- Light table or create your own [DIY Light Table](#)
- 2-gallon resealable bag
- Dark colored paint
- Thick cardboard tube
- Shoeboxes, ping-pong balls, scissors, dot stickers, and a picture of each child
- Small chalkboard, chalk, paintbrush, and cup of water
- Book: [*The Napping House*, by Audrey Wood](#)
- [Napping House story cards](#)
- 5x8 index cards with no lines
- Take or print pictures of the children that are related to the theme, such as children sleeping, children relaxing, children doing quiet activities, etc.
- [Lakeshore Infant/Toddler Photo Library](#)
- Book: [*Bedtime*, by Elizabeth Verdick](#)
- Nighttime items, such as small dollhouse bed, pajamas, small pillow, or pictures of the moon and stars, etc.
- Blue and green paint, white paper cut out in large circles
- Precut shapes out of tissue paper
- Black masking tape
- Painter's tape, items to count, deck of playing cards
- Plastic or Styrofoam bowls, sharpie or marker, pom-poms
- Construction paper, contact paper, painter's tape, a marker, and a [large dice](#)
- Nesting Cups
- Large piece of butcher paper
- Pictures showing the animals and places they sleep
- Ice and polar animals
- Paint color swatches from a home improvement store
- Pictures of a bed in a room, a bunk bed in a room, a sleeping bag, a bed in a camper, a hammock, a cot, etc.
- Books: [*Big Kid Bed*, by Leslie Patricelli](#); [*I Sleep in a Big Bed*, by Maria van Lieshout](#)
- Pictures of different ways people rest, getting a good night sleep, quietly looking at a book, quietly coloring a picture, spending time alone in the quiet space in the classroom, going outside and looking at the clouds, etc.



UNIT 8

Things We Care For

Weeks 29–32

Memory Verses:

“Take care of everything.”

Genesis 2:15

“The trees of the Lord are well cared for.”

Psalms 104:16



BIG IDEA

God created us to care for pets, plants, the environment, and babies.



ENGAGE

MUSIC/MOVEMENT:

- [He's the Good Shepherd](#)
- [The Lost Sheep](#)
- [Taking Care of the Surroundings](#)
- [Clean Up](#)
- [I Just Wanna Be a Sheep](#)
- [Who's the King of the Jungle?](#)

BIBLE STORY:

Lost Sheep

Week 1

Jesus told a story to a group of people a long time ago about a lost sheep. There was a man who had 100 sheep. Every sheep was unique. The shepherd who took care of his sheep knew each sheep by name. He knew some sheep needed more help than others, but he loved them all the same. Some sheep were good listeners, and others did not pay attention to what the shepherd was telling them. There were days when the sheep followed directions, and there were days when they did not follow directions. The shepherd was very patient and loving. He always made sure that all his sheep stayed together when they went on walks.

Week 2

Each day the shepherd took his 100 sheep walking to find yummy grass to eat. Then he would take them to get a drink from a fresh stream of water. The sheep would walk along with the shepherd as he led them to all of their favorite spots.

One day the shepherd had returned from a long walk with his 100 sheep, and as they were all going into their pen, the shepherd began to count his sheep. 97, 98, 99—he only counted 99 sheep. He wondered if he had counted wrong. So he counted again. 97, 98, 99—oh, there were only 99 sheep!

Week 3

“Where is my little sheep, Benjamin?” He told the 99 sheep in the pen that he would look for little Benjamin. “Benjamin, where are you?” called out the shepherd. He went up the rolling hills, and he could not find Benjamin. He went down to a water stream, but no Ben-



jamin. The shepherd was feeling sad because he could not find little Benjamin. The shepherd prayed to God and asked for help. "Please, God, help me find Benjamin." Just as the shepherd was walking by a row of trees, he noticed that Benjamin's foot was tangled in tree branches. The shepherd ran toward little Benjamin and gently took his foot out of the pile of branches. "Oh, Benjamin, I found you! I'm so happy that you are not lost anymore. Let's go home."

The shepherd gently carried little Benjamin the sheep home again to sleep with the other 99 sheep. The shepherd was very thankful to have everyone home and safe for the night.

Week 4

Review the story using props.

Questions to ask:

- 1) Each of you has a special name. Can you share your full name with us?
- 2) Do you follow directions? (Practice having the children follow directions.)
- 3) Have you ever gotten lost? (Play hide and seek with the children.)

LET'S READ TOGETHER:

- ***Baby Be Kind***, by Jane Cowen-Fletcher
- ***Hello, World! Pets***, by Jill McDonald
- ***Tails Are Not for Pulling***, by Elizabeth Verdick
- ***My Growing Garden***, by Rose Colombe
- ***Hello, Garden!*** by Katherine Pryor
- ***Grow Happy***, by Jon Lasser
- ***Everywhere Babies***, by Susan Meyers
- ***Look! Babies Head to Toe***, by Robie H. Harris



APPLY IT

ACTIVE PLAY:

- **I'm a Little Seed**

I'm a little seed hiding deep in the ground (*Cover child's head with their hands and arms*)

And the sun shines, and the rain falls, and I pop up my head (*Quickly uncover head*)

I reach up my leaves and I stretch up to the sky (*Stretch arms up*)

Jesus made me a beautiful flower (*Bring hands to side of face*)

Blowing in the breeze! (*Gently sway child from side to side*)

- **Planting Time**—Sung to “Row, Row, Row Your Boat”

Dig, dig, dig the earth (*Make digging motion*)

Then we plant our seeds (*Pretend to drop seeds*)

Jesus sends the rain and sun (*Flutter fingers down then circle arms above head*)

To make our flowers grow (*Stretch arms up*)

- **Lost Sheep Game**

Have ten stuffed sheep or cutouts. Hide one somewhere in the classroom. Count the sheep you have left and then go look for the one that is lost.

RHYMING:

- **Puppy Dog, Puppy Dog**

Puppy dog, puppy dog, wag your tail.

Puppy dog, puppy dog, let out a wail.

Puppy dog, puppy dog, jump for a bone.

Puppy dog, puppy dog, run on home.

—Author Unknown

- **I'm a Little Flowerpot**—Tune “I'm a Little Teapot”

I'm a little flowerpot mom put out

(*Point to self*)

If you take care of me, I will sprout.

(*Nod head, point to self*)

When you water me, I will grow

(*Make sprinkling motions with right hand*)

Into a pretty flower, don't you know!

(*Raise left hand slowly up from floor, make wide circle with hands or arms*)

- **Baby Jesus**

This is baby Jesus ready for a nap.

(*Hold up right index finger*)

This is His mother Mary's lap.

(*Cup left hand, palm up*)

Lay Jesus down and cover Him up.

(*Place finger in palm, fold left hand over it*)

Watch Mary rock Jesus down and up.

(*Rock hands as if rocking a baby*)

Jesus bounces on Joseph's knee.

(*Bend left index finger and bounce them up and down*)

Jesus played with His father like you and me!

(*Point to others and self*)



- **Dancing Sheep**

Shhh! It's time to go to sleep (*put finger to mouth, pretend to sleep*)
But into my bedroom one sheep creeps. (*creep fingers*)
"Don't go to bed," the one sheep said.
"I would rather dance instead!"
Soon he was... (*draw these words out*)
Dancing on the ceiling! (*move hands above head in "dancing" motion*)
He was dancing on the floor! (*move hands on floor as mentioned above*)
He was dancing on the window! (*move hands to one side*)
He was dancing on the door! (*move hands to other side*)
He kept on...
Dancing on the ceiling! (*sing faster*)
He was dancing on the floor!
He was dancing on the window!
He was dancing on the door!
(repeat several times getting faster each time through)
"Stop that dancing, silly sheep.
It is time to go to sleep!"
Soon the sheep lay on the floor.
Soon the sheep began to snore.
So I started ... (*draw these words out*)
Dancing on the ceiling!
I was dancing on the floor!
I was dancing on the window!
I was dancing on the door!
—Written by Susan M. Bailey

- **This Is My Garden**

This is my garden,
(*Hold out right hand, palm facing up*)
I'll rake it with care.
(*Make raking motion with fingers of left hand*)
Here are the seeds,
(*Pinch fingers together of left hand*)
I'll plant in there.
(*Pretend to plant the seeds onto the right hand*)
The sun will shine,
(*Make the shape of the sun with two hands*)
The rain will fall.
(*Wiggle fingers to make the motion of rain falling*)
The seeds will sprout,
And grow up tall.
(*Push fingers of both hands together and upwards*)





ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the children. Sensory play enhances the overall development of a child's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **Clean Up**—Find an empty container such as a box or large paper bag. Have large toys like a ball, a doll, a toy car. Play pick up and put away. This is how we take care of our toys when we are done playing!
- **Heavy and Light**—Fill a few boxes with heavy textbooks. Tape them up and cover with something colorful such as contact paper. Children can push them around, climb up on them or over them. Fill others with packing material that will make the box sturdy, but lightweight. These can be lifted and stacked up.
- **Gardening**—Use toy garden tools to show how we dig holes to plant seeds, use the hoe to get the weeds out, and rake the leaves up to make the yard pretty. Great for outdoor play.

FINE MOTOR:

- **Flower Bin**—Put edible flowers in a bin with water or use dry/fabric flowers. Use scoops, alligator tweezers, colander, and other items you choose; let the children explore.
- **Flowers**—Tape contact paper sticky side out to the wall. Stick flower petals to the contact paper (fresh or fabric flowers might work or cutout flower parts). Let the children use their pincer grasp to get the different parts of the flower off the contact paper. Have a basket or container for them to put the parts in. Also have a picture posted of the different parts of flowers/plants for the children to see, along with the names of the parts. You can put a picture of the flower parts behind the contact paper and see if the children can match the correct parts on the flower. To help extend this activity, you could press the flower parts between contact paper or laminate them, which the children can then use to put on the contact paper.
- **Button Tree**—Twist about seven brown chenille stems together just in the middle. Pull the “top” four inches out like branches. On the bottom, twist two or three together to make roots, using all of them up. Put this “tree” in a bin with buttons and you have a button tree. Let the children thread buttons on the branches.

- **Help the Animals**—Items needed: various plastic animals and chenille stems. Wrap chenille stems around each animal and have the children help the animals by getting them untangled from the chenille stems. Show pictures of animals that have gotten caught or been injured by the trash that people throw into the environment. Talk about how God wants us to care for others and the animals by picking up after ourselves and putting our garbage in the right place.

SENSORY DEVELOPMENT:

- **Flower Prints**—Items needed: white paper, real flowers, resealable bag, duct tape, and child-sized mallet. Add white paper, and a couple different flowers into a resealable bag. Duct tape to floor, table, or wherever the child is playing. Let the child bang on the bag to squish the flowers onto the paper. Take out the paper and let it dry. You can hang it up in the classroom for all the children to admire.
- **Truck Play and Wash**—Make brown mud oobleck by using 2 cups cornstarch, $\frac{1}{2}$ cup of cocoa, and 2 cups of water. The children can help mix this right in the tub. Use a whisk and get all the lumps out. Add some monster trucks and let the children play. Have another bin with soapy water and a few toothbrushes and sponges where children can wash their dirty trucks. Have a towel on the side where they can set the trucks to dry. [“Wash It!” by The Laurie Berkner Band](#).
- **Muddy Piggy**—Using a gallon resealable bag and put a picture of a pig on pink paper inside. Squirt some brown paint inside and seal each bag, making sure to get the air out. Let the children pat and squish the paint over the pig. When they are done, you can take the pigs out and let them dry on a drying rack. Talk about why a pig likes to get dirty and root around in the mud.

SELF-HELP:

- **Zippers**—Practice unzipping a large zipper using [zipper boards](#) or coats with a string attached to the zipper so it will be easy for children to zip up and down.
- **Sock Match and Fold**—Items needed: small laundry basket, socks, and pictures of the matching socks together. Glue the pictures of the socks onto 3x5 cards. Have the child choose a card and then look through the basket to search for the matching socks. When they find them, have them fold the socks and place them to the side. Continue the activity until all the socks have been matched and folded.
- **Caring for Plants**—Bring in some child-safe potted plants to the classroom and discuss with the children how we have to help take care of plants by making sure they have enough dirt, plant food, and water. Have children help each week by taking turns watering the plants. Have a small watering can that the children can use to water the plants. Show them how to give just a bit of water so it doesn't overflow.
- **Set Up and Clean Up for Lunch**—Provide cloth place mats for children to set out at the spot at the table they want to sit or assign spots. Have the child place the place mat on the table and then get their lunch box and set it on the spot. If your program provides meals, then have the child place the plate, fork/spoon, and cup on the place mat. When lunch is over, they can clean up their spot by putting any trash away, placing their lunch box back in their cubby, and placing the place mat in a laundry basket. If using dishes, they can place the dirty dishes in a bin.





SOCIAL & EMOTIONAL

SELF-AWARENESS:

- **What Comes Next?**—Provide a chart on the wall at the child's level that shows the daily class schedule in pictures. This way they can go look at the chart to see what the next activity or transition will be.
- **How Was Your Morning?**—With a group of children or individual children, discuss and share how the morning went. What was their favorite activity? Who did they play with? Were they able to get along with others? If they had a difficult time, what did they do to get through it? Give children time to share.
- **Emotions Check-In**—Items needed: [Large oil drip pan](#), painter's tape, marker, paper, pictures of various emotions, magnetic strips, a picture of each child, and heavy duty Velcro or whatever works best in your classroom. Use the painter's tape to create a graph on the large oil pan. In each top section of the graph, place the name of an emotion and put a corresponding picture. Secure the drip pan to the wall using heavy duty Velcro at the children's level. Have a basket near the graph with pictures of the children with a magnetic strip on the back. When the children arrive in the morning, have them find their own picture and place it on the graph under the emotion they are feeling.

SELF-CONTROL:

- **Transition**—Dismiss the children from circle time by the colors they are wearing. Example: "If you are wearing green you may go." Have color cards to hold up, too. Children will learn to listen, look for the color said, and have patience in waiting until a color they are wearing is called.
- **Making Choices**—Book: [No, David!](#) by David Shannon. After reading the book, talk with the children about the choices David was making and why he should listen to his mother. Discuss making good choices in the classroom.
- **Icky Sticky Bubble Gum**—Sing the song and have the children do the actions. They will need to listen carefully to know what to do next. Have children take turns to decide where the icky stick bubble will stick to next.

INTERPERSONAL RELATIONSHIPS

- **Greeting Song**—Have children sit in a circle. One child at a time jumps up and down in the middle of the circle as the others sing and clap:
Jerry's here today,
Jerry's here today,
We all clap together 'cause,
Jerry's here today.
Substitute each child's name and sing to the tune of "Farmer in the Dell."
- **Manners**—Read the book [Manners Time](#), by Elizabeth Verdick. Discuss with the children what manners look like and how they can practice using good manners naturally as they go throughout the day. Some examples of good manners to introduce:

- *Ask, Don't Take*—Talk with children about how to ask before they take something by using words like “May I” or “Can I.”
- *Say Please and Thank You*—These words do not come naturally but remind them how important it is to say these words to let others know they respect them. It shows their kindness for others.
- *Share*—Be kind to others by giving them a turn.
- *Be Helpful*—Help others even when they do not ask for help.
- *Say Excuse Me*—This communicates to others you are aware of them and want to be respectful.
- *Cover Your mouth*—This helps to not spread germs.
- *For More Ideas*—[20 Good Manners to Teach Your Children](#)

“Manners are a sensitive awareness of the feelings of others.” Emily Post

- **Board Game**—Play the board game “[Get Up for Pup](#)” with a small group of children. This game is a *cooperative game* where children work together to get the dogs out for a walk by matching colored cards, *fostering teamwork*, and color recognition.



LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Vocabulary**—Introduce vocabulary during conversation, songs, games, and stories. Use sign language as needed. Note: children will naturally drop the sign when they begin to use the words.
- **Taking Care of Baby**—Provide dolls and blankets. Show the children how to hold and rock the babies. Talk about babies crying, how to pat their backs, how to sing to babies, etc. Give the children time to explore and try holding the babies, rocking the babies, etc. Provide books and pictures of babies and parents holding babies to share with the children. Outside play: Have baby bathtubs with small soap bottles, a washcloth, baby towel, diaper, and pajamas. Let the children give the baby a bath. Encourage the child to describe what they are doing at each step.
- **Music**—Sing the song “This Is the Way We...” Have a basket with a doll, blanket and bottle, stuffed animals, pet brush, pretend plants in a pot, small watering can, etc. Sing, “This is the way we rock the baby (x3), this is the way we rock the baby when it’s time for a nap (or to help them calm down).” “This is the way we brush the dog (x3), this is the way we brush the dog to clean their coat.” These are just examples but add your own and be creative.
- **What’s in the Bag?**—Have a diaper bag filled with items that can be used to take care of a baby. Items such as a diaper, wipes, blanket, bottle, bib, etc. Give each child a turn to take one of the items out of the bag and then help them give the name of it. Talk with them about how the item helps to take care of the baby. Example: “You choose the diaper. What is the diaper for? Can the diaper help the baby’s bottom stay dry and clean when changed?”

LISTENING/RECEPTIVE:

- **Sound Order**—Have pictures of items from the [Lakeshore Infant/Toddler Photo Library](#). Have several pictures on the table and give the sound of two items. Have the child find the sounds in the correct order that they were given. Talk with the child about the sound they heard first and how they can find that one and place it in front of them and then look for the next item. This activity will teach the children how to listen to and process the sounds they hear. Talk with the children about how they use their ears to listen and hear sounds.
- **Where's the Dog?**—Use a toy dog, or other animal, and a shoe box to play a preposition game. Place the dog around the box in various places, such as on the box, in, under, beside, over, in front of, behind, etc. Have the child place the dog somewhere around the box and say where they have placed the dog. Use a tune to sing where the dog is. Tune Idea: "[The Paw Paw Patch Song](#)"—"Where oh where, where's the dog (x3), the dog is (standing/laying/jumping) **under** the box."
- **Stand on the (Color) Shape**—Cut out shapes from large colored paper and have two of the same color and shape. Laminate them so they will last longer. Place them around the open circle time area and have the children stand around the space. Say the names of the primary and secondary colors. Explain to the children that they will need to use their ears to listen, so they know which color and shape they need to find and stand on. Explain that there may be more than one person who needs to fit on the shape so they will need to share the space. Create smaller shapes in the colors that will be called to hold up for children to see until they become familiar with the shapes and colors. Calling the shape and color without holding up the smaller version for them to see would be a good way to assess who knows the shape and color and who the teacher may need to work with on an individual basis for practice.
- **Where Is (Name of Child)?**—Sing to the tune of "Are You Sleeping?" Explain to the children that they will be singing this song and when they hear their name, they are to follow the directions in the song.

Where is _____? (x2)
Please stand up (x2)
Do a little wave,
Do a little clapping,
Sit back down (x2)

PREWRITING:

- **Ice Cube Writing**—Put water mixed with the primary colors in the cube trays and freeze. Place a large piece of white butcher paper on the sidewalk and give each child a colored cube. Allow the children to scribble on the paper. Discuss the lines they are making as they "write" on the paper. Straight lines, swirl lines, curvy lines, zigzag lines, horizontal lines, vertical lines, etc. Help them to notice that when two of the primary colors are mixed, they make a secondary color.
- **Birds on a Line**—Find pictures of birds and put them on cardstock and then laminate them. Cut out the birds and place a magnetic strip on the back. On a metal cookie sheet use painter's tape to place a horizontal line, curvy line, and zigzag line. Child places the birds on different lines. Talk about the name of the lines and how many birds there are, colors, etc. Possible resource: song and song cards for "[Five Little Sparrows](#)," by Charlotte Diamond.

- **Line Book**—Create a book with pictures of lines found in or out of the classrooms and have a page of a thick line to trace and the name of the line. Laminate the pages and place in a small binder or use rings to put it together. Show the book and talk with the children about the lines they see. Have them trace or help them trace the line with their pointer finger.
- **Flower Lei**—Using various colors of craft foam sheets, trace and cut out flowers and use a hole punch to create a hole in the middle of each flower. Place them in a basket with a long beading string. Place one flower or a piece of uncooked rigatoni pasta on one end of the string and tie it on so that the children's flowers will not fall off. Provide beads or colored pasta so they can place this between each flower. [Flower templates](#), [craft foam sheets](#), [beading string](#), and [dying tube pasta noodles](#).

PREREADING:

- **Story Reading**—Read the story [The Carrot Seed](#), by Ruth Krauss. Have the children read along with the most common phrases: “I’m afraid it won’t come up” and “Nothing came up.” Point out how the little boy cared for the carrot seed.
- **The Carrot Seed Song (Have Props Available)**—Sing after reading the story and have them retell the story of growing a carrot using the song and props.
- **Language Basket**—Make cards (4x6) with pictures taken or found online of pets, babies, plants, fruit, vegetables, etc. Have the plastic items that children can find in a basket and match to a picture on a card.
- **Read and Find**—Have cards with pictures of various animals on them and their name written below. In a sensory table, put some [colored rice](#) and hide the small plastic animals in the rice. Have the child choose a card and then search for the animal once they have found it; have them place it on the card and say the name of the animal. For more of a challenge, add in other items to build their vocabulary.

VOCABULARY:

- **Animals, Animals**—Put pictures of animals in a [pocket dice](#). Let the child toss the dice and name the animal that comes up. Ask what the animal says or demonstrate what it does (hop, fly, crawl, etc.).
- **God’s Beautiful World**—Laminate some pictures of natural scenic spots and wildlife. Name the features of mountains, rivers, lakes, oceans, and the animals that live there. Place them in an area where children can see them throughout the day. Talk about the beautiful world that God made for us and how we show Him our love when we take good care of it.





COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **Animal Footprints**—Items needed: trays, [animal footprint stampers](#), large ink pads, and paper. Have the children place a stamper on an ink pad foot and stamp it onto the paper.
- **Playdough Creations**—Provide children with playdough and have them shape it. Then have them use the parts for a Mr. Potato Head to make a silly playdough creation. [Mr. Potato Head](#).
- **Music**—Use several rhythm makers to keep time to the beat of the music.
- **Collage of Growth**—Have pictures of different animals (or plants or themselves) growing up to adult. Help children put them in order. Take a picture of the finished product.
- **Leaf Painting**—Use leaves from trees or plants to create leaf prints on paper. Dip leaves into paint or paint with paintbrushes and then press onto paper.

MATH:

Problem Solving and Spatial Relationships

- **Where Is It?**—Show the child an object and then put it under a blanket or out of sight. Allow the child to explore to figure out where the toy went. Ask, “Where did the (name of toy) go?” Use words such as under, behind, next to, on top of, etc.
- **Cereal Box Puzzles**—Collect various cereal or cracker boxes. Cut the sides, top, and bottom off so you just have the form of the box with the main picture. Cover each picture/front of the box with contact paper and then cut into large puzzle pieces. Start with one puzzle for a small group of children to put together; then offer another puzzle when they are ready.
- **Ball Pattern**—Items needed: large muffin pan, [plastic balls in various colors](#), poster board cut in half, and [large round stickers in various colors](#). Create pattern cards on the poster board with large round stickers in the primary colors. Place the pattern card in front of the muffin tin and the basket of balls next to the child. Have the child follow the pattern and place the colorful plastic balls in the muffin tin according to the pattern on the card.
- **Treasure Hunt**—Create cards with pictures of what the child needs to find around the room or out on the playground. Provide a bucket for the child and have them choose a card that shows several items. The child can go around the room or playground looking for the items on their card.

SCIENCE:

- **Animals and Their Fur**—Items needed: thin binder, thick page protectors, pictures of animal prints, smaller pictures of animals that match each print, and Velcro dots. As the children look at the book, discuss with them the animal prints they see, colors, patterns, etc. Have them create a book by placing the larger pictures of the animal prints in the page protectors and then placing them in the binder. Print out smaller pictures to match larger print of the animals on cardstock and then cover with contact paper. Place Velcro dots on the picture and then on the page that matches each small picture. Have the children look at the book and match the animal to the print. Discuss the kind of animals they see and the different types of print each animal has. Discuss the colors, lines, etc.

- **Moving Colors**—This experiment works best on a Bounty paper towel. Color the bottom of one section of the paper towel with rainbow colors, as dark as possible without tearing the paper towel. Color the opposite side matching colors, making sure they line up with the other side. Fill two glasses three-quarters full. Place the ends of the paper towel into the cups. Only half of the rainbow color should be in the water. Don't fully submerge the color or this will not work. Now watch the colors travel up the paper and meet! Site: www.mombrite.com.
- **Animal Discovery**—Use a muffin tin and place small animals on the bottom of each tin. Cover them with baking soda. Let children squeeze vinegar out of pipettes over the baking soda and discover the animals in the bottom of each tin. Add food coloring under a layer of baking soda for a fun surprise.
- **Candy Experiment**—Take a shallow dish and add five or six M&M's or Skittles. Use some warm water and slowly pour over them, letting them sit. Let the children observe to see what happens. The M&M's and Skittles float, because they aren't water soluble.

SOCIAL STUDIES:

- **Dramatic Play**—Set up a [veterinarian office](#) with stuffed animals, books about being a veterinarian, stethoscope, bandages, weigh scale, etc.
- **Container Gardening**—Using a few plastic containers, have the children help to put in dirt and plant vegetable plants. Have the children help to care for the plants. Once the plants have produced vegetables, they can share them with others in the school. Take pictures of the children helping to care for the plants and noting the progress of the plant's growth.
- **Where Does the Garbage Go?**—Read the book [Trashy Town](#), by [Andrea Zimmerman](#) and [David Clemesha](#); [Trashy Town \(read aloud\)](#). Discuss with the children about the job of a garbage man and where the trash goes. Create a trash sorting game using pictures of various trash items. Have two containers, one for trash and one for recycling. Have the children choose a picture and share what it is and discuss with the group if the item is trash or should be recycled.



ASSESS

Record developmental milestones.



CELEBRATE

At the end of this unit, celebrate by creating "Flower Art." Provide tissue paper, glue, and a sheet of paper with an outline of a flower. Have the child crinkle up each small piece of tissue paper and then dip it into the glue and then place it on the flower picture. Add a stem and grass to complete the picture. Add the art to the portfolio.



MATERIALS

- Boxes
- Large toys, such as a ball, doll, toy car
- Heavy textbooks
- Colored contact paper
- Toy garden tools
- Edible flowers or plastic flowers
- Plastic bin
- Clear contact paper
- Brown chenille stems
- Large buttons
- White paper, real flowers, resealable bag, duct tape, child-sized mallet
- 2 cups cornstarch, $\frac{1}{2}$ cup of cocoa, and 2 cups of water
- Toy monster trucks
- Dish soap
- Toothbrushes and sponges
- Hand towel
- Gallon resealable bag
- Copies of a pink pig
- Brown paint
- Zipper boards
- Small laundry basket, socks, and pictures of the matching socks together
- Child-safe potted plants
- Watering can
- Cloth place mats
- Daily class schedule in pictures
- Large oil drip pan, painter's tape, marker, paper, pictures of the various emotions, magnetic strips, a picture of each child, heavy duty Velcro
- Book: [*No, David!* by David Shannon](#)
- Book: [*Manners Time*, by Elizabeth Verdick](#)
- Board game: [*"Get Up for Pup"*](#)
- Dolls and blankets
- Baby bathtubs with small soap bottles, a washcloth, baby towel, diaper, and pajamas
- Diaper bag with diaper, wipes, blanket, bottle, bib, etc.
- Lakeshore Infant/Toddler Photo Library
- Toy dog, or another animal, and a shoebox
- Colored paper
- Ice cube trays
- Food coloring
- Pictures of birds and put them on cardstock
- Metal cookie sheet
- Painter's tape
- Various colors of craft foam sheets
- Flower templates
- Hole punch
- Long beading string
- Rigatoni pasta
- Book: [*The Carrot Seed*, by Ruth Krauss](#)
- Make cards (4x6) with pictures of pets, babies, plants, fruits, vegetables, etc. and the plastic items to match the pictures
- Colored rice
- [Pocket dice](#)
- Pictures of natural scenic spots and wildlife
- Trays, [animal footprint stampers](#), large ink pads, paper
- Playdough and Mr. Potato Head parts
- Rhythm instruments
- Pictures of different animals (or plants or themselves)
- Leaves from trees or plants
- Paint and paintbrushes
- Blanket

- Various cereal or cracker boxes
- Clear contact paper
- Large muffin pan, [plastic balls in various colors](#), poster board cut in half, [large round stickers in various colors](#)
- Sand buckets
- Thin binder, thick page protectors, pictures of animal prints, smaller pictures of animals that match each print, Velcro dots
- Bounty paper towels, two glasses, colorful markers
- Small animals, baking soda, vinegar, small squeeze bottles, food coloring
- Shallow dish, M&M's or Skittles
- Stuffed animals, books about being a veterinarian, stethoscope, bandages, weigh scale, etc.
- Plastic containers, dirt, and vegetable plants
- Book, [Trashy Town](#), by Andrea Zimmerman and David Clemesha
- Pictures of various trash items, two containers (one for trash and one for recycling)
- Tissue paper, glue, and a sheet of paper with an outline of a flower





UNIT 9

Friends

Weeks 33–36

Memory Verses:

“Love each other.”

John 15:12

“A friend is always loyal.”

Proverbs 17:17



BIG IDEA

Jesus gave us friends so we can share, play, and explore together.



ENGAGE

MUSIC/MOVEMENT:

- [Only a Boy Named David](#)
- [Everywhere I Go](#)
- [Friends Forever](#)
- [Jesus Is My Best Friend](#)
- [Jesus Loves Me](#)
- [Let's Be Friends](#)
- [Friends, Friends 123](#)

BIBLE STORY:

David & Jonathan—Friends Forever

Week 1

David, a shepherd boy, came to visit his brothers who were helping King Saul. There was a big giant, Goliath, who kept shouting at the Israelites. David wanted to stand up for God, so he took his sling with his five stones and conquered Goliath. King Saul was very thankful that David had been so brave. He introduced David to his son, Jonathan.

They had a friendship that was built out of kindness. One was a shepherd boy and the other one was a prince. David, the shepherd boy, was humble and kind, and Jonathan was a mighty prince. The boys were very different, but one thing they had in common was their love for God. While David played his harp and took care of sheep, Prince Jonathan was busy at the palace training to be a soldier.

Week 2

Often, after they both finished their work, they would meet by the pond and go fishing. Sometimes they would take long walks. Jonathan and David promised each other that they would always be friends and be kind to each other's family. There came a time when David had to flee, and Jonathan went to war. Sadly, Jonathan was killed in a battle with his father, King Saul. In time David was made the new king. But he was very sad that his friend Jonathan had died.



Week 3

One day David was thinking about Jonathan and remembered his promise to be kind to Jonathan's family. He discovered that Jonathan had a son named Mephibosheth, who was crippled as a child. King David told his servants to invite Mephibosheth to the palace. Mephibosheth was nervous about meeting the king. King David welcomed Mephibosheth to the palace and told him about his promise to Jonathan, his best friend. David told Mephibosheth that he wanted him to come and live at the palace, and they would have dinner together every night. Mephibosheth was happy to be in the palace, and David was delighted that he had kept his promise to his best friend.

Review the story using props.

Questions to ask:

- 1) Do you have a special friend?
- 2) What is your special friend's name?
- 3) Have you ever made a promise? What promise did you make?

LET'S READ TOGETHER:

- *Indestructibles: Things That Go!* by Amy Pixton
- *Zoom, Zoom, Baby!* by Karen Katz
- *Red Truck, Yellow Bus: A Book of Colors*, by Scholastic
- *Ball*, by Dr. John Hutton
- *Indestructibles: Let's Be Kind*, by Amy Pixton
- *Babies in the Forest*, by Ginger Swift
- *Forest Baby*, by Laurie Elmquist
- *Will You Be Friends with Me?* by Kathleen Long Bostrom



APPLY IT

ACTIVE PLAY:

- **This Is the Way**—Song with age-appropriate vehicles
Children are handed the vehicles to drive or touch while the teacher sings.
This is the way we go to school,
Go to school, go to school,
This is the way we go to school
So early in the morning!
This is the way we play with friends
Play with friends, play with friends
This is the way we play with friends
So early in the morning.



This is the way we share our toys
Share our toys, share our toys
This is the way we share our toys
So early in the morning.

This is the way we love Jesus
Love Jesus, love Jesus
This is the way we love Jesus
So early in the morning.

- **Shall We Go for a Walk Today?**

Sing:

Shall we go for a walk today
A walk today, a walk today?
Shall we go for a walk today
To see what God has given?

Walk around while singing the song.
Then look for different items that God has created.
This could be done inside or outside.

RHYMING:

- **The Airplane**

The airplane has great big wings (Arms stretched out)
Its propeller spins around and sings, "Vvvvv!" (Make one arm go round)
The airplane goes up. (Lift arms)
The airplane goes down (Lower arms)
The airplane flies high (Arms outstretched, turn around)
Over the town!

- **The Train**

Choo choo choo choo choo choo choo!
Billy and Johnny, Maria and Sue, (Use children's names)
All of them watch for the train to pass through.
Ding dong, ding dong, ding dong ding!
See the engine puffing, hear the bell ring.
Click clack, click clack, click clack clack,
Tell me please, will you come back?

- **Friends**

I have two friends, (hold up 2 fingers on left hand)
And they have me; (hold up 1 finger on right hand)
Two friends and me, (bend each from left to right)
That's one, two, three (hold up while saying 1,2 3)
—by Cindy from Maryland



- **The Wide-Eyed Owl**

There's a wide-eyed owl,
with a pointed nose,
with two pointed ears,
and claws for his toes.
He lives high in a tree.
When he looks at you
he flaps his wings,
and says, "Whoo, Whoo, Whoo."
(Use actions on each line that are appropriate)
—Original Author Unknown

- **Gray Squirrel**

Gray squirrel, gray squirrel
Swish your bushy tail! (Wave arm up and down)
Gray squirrel, gray squirrel
Swish your bushy tail! (Wave arm up and down)
Wrinkle up your funny nose (Scrunch your nose)
Hold a nut between your toes (Pretend to hold a nut)
Gray squirrel, gray squirrel
Swish your bushy tail! (Wave arm up and down)
—Original Author Unknown



ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the child. Sensory play enhances the overall development of a child's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **Beach Ball Kick**—Have two children kick the beach ball back and forth to each other. Once they have done that for a bit, have them practice kicking the ball between two cones to make a goal.



- **Move on the Line**—Place various lines on the ground with painter's tape that are long enough for children to walk on and follow. Examples: straight, zigzag, curvy, etc. Have two pocket dice: one with pictures of the various lines on the floor and one that says how to move on the line. Examples: walk, tip-toe, walk heel-to-toe, hop, walk sideways, big steps, hop on and hop off (like jumping jacks), etc. Have the child roll each dice and then follow the instructions.
- **Color Ball Toss**—Tape paper plates in the primary and secondary colors on a wall and have the plastic balls in the same colors in a basket three or more feet away from the wall. Have the child choose a colored ball and explain to them that they have to try to throw the ball so that it hits the same colored plate.

FINE MOTOR:

- **Mega Bloks and Pom-Pom Sorting**—Use Mega Bloks upside down and find pom-poms to match. Place pom-poms in a dish of your choice. Give the children tweezers and let them match the pom-poms to the Mega Bloks by putting the pom-poms into the Mega Blok holes.
- **Q-tips and Straws**—Use fun colored straws and color the Q-tips for children to match. Dye the tips of the Q-tips and cut the straws shorter than the Q-tips so the tips can be seen at each end. Once you have Q-tips dyed and straws cut shorter than the Q-tips (about 1-2 inches), set them out using a tray. Let the children thread the Q-tip into the straw of the same color. [How to dye Q-tips](#). Items needed: liquid watercolors or food coloring, Q-tips, small cups, and a surface for drying (parchment paper works well). Fill up some plastic cups with a few drops of liquid watercolors and some water to dilute the color. Dip each end of the Q-tip into the dye. Place the wet Q-tips on some paper to dry.
- **Worm Pickup**—Put dirt and squishy/stretchy worms in a gallon resealable bag. Put dirt and squishy/stretchy worms in a small bag. Use birds and plants (if you have them) that can be washed. Talk about how worms feed birds and how they turn the soil making the soil good for growing plants. If you don't have other items to add to the dirt and worms, just let them play with the worms, using tweezers and a dish to put the worms in.
- **Poking Bin**—Cut a pool noodle into several sections: 1, 3, 5, 7, and 9 inches. Place the pool noodle sections in a bin. Place small bowls of different items such as golf tees, short pieces of pipe, cleaner & straws, (cut into two to three inches), or popsicle sticks. Let the children poke the variety of items into the pool noodle sections. Site: www.busytoddler.com.

SENSORY DEVELOPMENT:

- **Plastic Seasoning Bottles**—Put fresh herbs in the bottles. Do this sensory development with close supervision. Put different herbs in plastic seasoning bottles and let the children smell them. Make sure there are no allergies.
- **Cutting Herbs**—Set up a tray or two. Put a sprig of each herb you choose on the tray with a pair of child scissors. Talk about the smell, how some are easier to cut, and some are harder to cut. Site: www.thingstoshareandremember.com.
- **Dandelion Sensory Bin**—This can be indoors or outdoors. Find dandelions and put them in a bin with water and let the children play. If you want to, you can add other items like measuring cups, a colander, and a funnel, etc.



- **Frozen Flowers**—Use a muffin tin and add flowers that you pick from the yard or from the playground. Add water to each tin and freeze. Put the frozen flowers in a bin with some pipettes and bowls of warm water. Let the children use the pipettes to melt the frozen flowers.

SELF-HELP:

- **Buttoning**—Attach a button-down men's shirt to a piece of sturdy cardboard. Show the children how to use their fingers to push the button through the buttonhole. Try to find shirts that have been worn so the buttonholes are not so stiff. For more of a challenge, have a shirt or coat a child can put on and then button while wearing it.
- **Seed Butter and Apple Slices**—Items needed: sunflower seeds, coconut oil, vanilla extract, blender, and apples. Have the children help to make the sunflower seed butter. Place the butter in a bowl with a butter knife so the children can spread the seed butter on their apple slices. Be sure to have them wash their hands first and then clean up their snack space when they are done. If needed, they can go to the sink and wash their face and hands to make sure they did not leave any seed butter on their hands and face.



SOCIAL & EMOTIONAL

SELF-AWARENESS:

- **Friendship Social Stories**—Children begin to practice **friendship skills** during play and it is important for teachers to also model things like how to talk to friends, how to play with friends, how to make new friends, how to be a good friend, and so on. It's not just one particular skill that needs to be mastered but many that need to be learned and practiced. Social stories help children break down a variety of these different friendship skills and help them learn what makes a good friend. Read these stories or create your own scenarios. Books: *Making Friends*, by Fred Rogers; *My Turn, Your Turn: a book about sharing & taking turns*, by Taryn Mason & Kaela Teitge; and *Best Friends*, by Ashley Matthews.
- **Music and Emotions**—Play music and discuss how the music makes them feel. Resource to use: "Music and Emotion," by the Bakersfield Symphony Orchestra.
- **Child Interview**—Over the course of the month, ask each child a series of questions and record them in a journal. Show them their journal and give them time each week to decorate on a page and watch as you write down their responses to the questions asked. Share with the parents at the end of the month. Sample questions: What is your favorite color? What is your favorite food? Who is in your family? What is something that makes you happy? Resource: [30 Funny Toddler Interview Questions](#).

SELF-CONTROL:

- **First, Then Statements**—First, then statements are a simple and effective way to help two-year-olds **develop patience**. This technique involves explaining to the child that they will receive something after a specific task is completed. By using first, then statements, you are helping the child develop patience.



How to Use First, Then Statements

- Explain the task: Clearly explain the task that needs to be completed before the reward.
- Use simple language: Use simple language that the child can understand.
- Make it specific: Make sure the task is specific and achievable for the child.
- Follow through: Always follow through on your promise and provide the reward after the task is completed.

Here are some examples:

Example 1: “First, you need to put your toys away. Then, you can have a snack.”

Example 2: “First, we need to finish our meal. Then, we can play a game.”

Example 3: “First, we need to put your shoes on. Then, we can go outside and play.”

- **I Spy Tray**—Have a tray with various items on it for two children to play together. Each child can **take a turn** saying what they spy and the other child needs to find it. Use items that the children are familiar with and have words for. Explain to the children that they cannot use the name of the item but must describe the item only. Example: “I spy an animal,” or “I spy something green,” etc. If the child is a younger two-year-old, then a book may be easier. Have the children look at a book with you, such as [*I Spy Little Book*, by Jean Marzollo](#); [*I Spy Little Animals: A Book of Picture Riddles*, by Jean Marzollo](#); [*I Spy Little Toys*, by Jean Marzollo](#); [*I Spy Numbers*, by Jean Marzollo](#); [*I Spy Letters*, by Jean Marzollo](#).

INTERPERSONAL RELATIONSHIPS:

- **Helping Friends**—Play the game “[Friends and Neighbors: The Helping Game](#)” (Emotional Development Cooperative Game). As the children play the game they will learn to recognize the feelings of others, empathy, creative problem-solving, and more. Have the children name the emotions and discuss how to help their friends. Teacher supervision and guidance recommended.
- **Friendship Art**—Art can be so much fun with friends. Children can **collaborate** on a group art activity using various painting tools, materials, loose parts, and paint. Set out a large piece of butcher paper on a table and provide the various items the children can choose to add to the art. Leave out the art project for several days or as long as the children are interested. Take pictures of the process and display the art and pictures when the children are finished.



LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Vocabulary**—Introduce vocabulary during conversation, songs, games, and stories. Use sign language as needed. Note: children will naturally drop the sign when they begin to use the words.
- **Whose Turn Is It?**—Have a drop box for the shapes. Give each child a shape and say, “Whose turn is it to put their shape in the box? It’s Emma’s turn to put her yellow star shape in the matching spot in the box.” Give each child a turn while saying their name and describing the shape they have. This can also be done between teacher and a child.

The teacher can say, “Miss Sullivan is putting the yellow star in the shape box.” The teacher places the star shape in the star cutout on the lid. Next, “Now it’s Emma’s turn to put in the red circle.” The teacher helps the child place the circle shape into the circle cutout on the lid. The teacher and child take turns with the rest of the shapes. Resource: [Fisher-Price Baby’s First Blocks](#).

- **Seek-a-Boo Game**—Seek-a-Boo is a fun and exciting way to build the children’s vocabulary and improve memory skills with repetition. It can be used as a memory game and is also a great way to introduce children to the concept of matching.
- **Picture Talk**—While reading books to a child, have children take a moment to look at the picture from the story you are showing and think in their minds about what they are seeing.

Questions to ask:

- What do you see in this picture?
- Let’s count the....
- Do you see any shapes?
- Do you see any groups?
- What is the smallest, largest, etc. thing in the picture?
- How many _____ do you see?
- What do you see in the (side, middle, bottom, top) of the picture?
- Ask any questions that would help the child learn more vocabulary to help describe what they see in the pictures of the story.

LISTENING/RECEPTIVE:

- **Friends Stack Beginning Sound**—Using small cubed-shaped boxes, print out and tape a picture of each child on a side of the cube. Write their name below the picture. Use as many cubes as needed to have all the children represented. Show the child the cubes and explain that they will need to use their ears to listen for the first sound in a friend’s name. Create letter cards showing the first letter for each child in the classroom. Draw a card and then give a letter sound. Have the child find the friend that starts with that letter sound. If there is more than one, then they can stack the cubes. Give another letter sound and do the same until the tower falls over; then give another child a turn. [Cubes](#).
- **Rhyming Word Dominoes**—Create dominoes on cardstock using pictures of animals and items that rhyme. Help children match up the sides with the picture words that rhyme. Word examples: Bear-Chair, Bee-Tree, Box-Fox, Truck-Duck, Cake-Snake, Fan-Pan, Boat-Goat, Bug-Rug, Dog-Log, Car-Star, Bat-Cat, Mouse-House, etc. Words should be animals and items that children are familiar with.
- **Clap the Syllables**—Show three to five pictures from the [Lakeshore Infant/Toddler Photo Library](#) and clap the word so the children can hear how many syllables make up the word. Examples: ap-ple (two claps); horse (1 clap). [What is a syllable?](#)
- **Let’s Go on a Sound Hunt**—Walk around the classroom and find items that make a sound and have children listen to the sound and discuss if it is a loud or soft sound. Another idea would be to have the children go around the room to find an item that makes a sound and bring it back to the circle time area. Have them share the sound and then discuss with the other children if the sound is loud or soft.

PREWRITING:

- **Friendship Twist**—Use colorful chenille stems and have the children take two to twist together and then help them put it on their wrist or the wrist of a friend.
- **Rainbow Hair Tie Tower**—Using a paper towel holder and hair ties, have the child take the hair tie and place it on the paper towel holder. They will stack the different colored hair ties onto the holder.
- **Cutting Playdough**—Give children a ball of playdough and have them take a piece and roll it out like a snake. Provide children's plastic scissors and have them cut the playdough into pieces.
- **Name Fingerprint**—On a large piece of paper, write the child's name with a black marker. Provide an ink pad for the child to press their pointer finger on and then press their pointer finger onto the lines of their letters. [Fingerprint Letters](#).

PREREADING:

- **Reading Cards**—Create a set of ten read-along cards using 5x8 index cards without lines. Find pictures or take pictures that are related to the theme, such as children playing together, children sharing with each other, children sharing a meal, etc. Print out the pictures and then write or print out what is happening in the pictures. Glue the picture and description onto a 5x8 card (or larger). Example: Create a read-along card with a picture of children playing together. Describe what you see in writing on the card or type out. Laminate the card so it will last longer. When showing the card, read what has been written on the card such as "Emma and Troy are playing with the blocks together; they are friends." More cards can be added to the set during the month.
- **Same or Different?**—Have two sets of animal cards. Place two cards at a time in front of the child and have them give the sounds. Example: Place two cards of a cat in front of the child and have them give the sound, "Meow, meow." They both say, "Meow." They are the same. Next, place two different animal pictures down and have the child give the sound of each. Point out that they are different and what the animals are. As they become more familiar with the activity, ask the question, "Are they the same or different?"
- **Name Recognition Pockets**—Using colorful [library book pockets](#), count out the amount needed for the letters of each child's name. Write the letters of their name on each pocket. Find colorful popsicle sticks that match each pocket and write the corresponding letter for each child's name. Place their letter popsicle sticks in a resealable bag and when they are ready, they can match the letters and color stick to the pocket with the letter and the same color. The pockets can be taped onto the wall with their picture next to them or placed in a [file folder](#) with the resealable bag and their name and picture on the front of the file folder.
- **The Rainbow Fish**—Book by Marcus Pfister, story basket. In the basket you will need the Rainbow Fish book and the [Rainbow Fish prop set](#). The children can use the puppets to act out the story and then to extend the story and talk about what might happen next and how each of the characters are feeling. [Rainbow Fish bulletin board idea](#).

VOCABULARY

- **Match the Friend**—Take pictures of the children in your classroom. Print two of the same picture of each child. Using 4x6 cards, glue the pictures onto cards and then laminate the cards so they will last longer. Place one set of cards on the floor or table. Place the other set in a basket and then help the child to pick out a card. **Say:** “Look, you have a picture of (name of child), let’s find the matching picture of (name of child).” Help the child to find the matching picture.



COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **Friendship Banner**—Use a template of a person outline and have the children paint the person with watercolors. Cut out person outline and attach each with brass tags to create a banner.
- **Music Movement**—Give each child a scarf and have them move to the music of the song “[I Put My Scarf on My Head](#).”
- **Friendship Chain**—Provide strips of white construction paper, crayons, markers, and a stapler. Have the children color a strip and then loop it to the part of the chain that is already put together. Have them see how long they can make the friendship chain. Maybe see if it can go all around the room during the month.

MATH:

- **Shapes**—Identify naturally occurring shapes in the classroom, such as books, clocks, signs, etc. This block is a rectangle, but this ball is shaped like a circle.
- **Quantity Words**—While playing near another child, use words to indicate quantities, such as “You have many blocks. Does Susie have many blocks? She has none! Can we give her some blocks?” (More, all, none, etc.)
- **Sequencing**
 - First, we put your socks on and then your shoes.
 - After we play outside, we will have a snack.
 - Before we eat, we wash our hands.

SCIENCE:

- **Bubble Snake**—Recycle water bottles, and old flannel. Cut the flannel into circles big enough to cover the end of the water bottle and then either use an elastic band to secure it or tape it on. Make bubble mixture using liquid soap, water, (distilled is best), and glycerin (found in the baking section at the grocery store). Mix 3 tablespoons of soap with 250 mL of water, and add 1 tablespoon of glycerin. Let the mixture sit overnight for the best results. Place in a shallow dish or bowl. For colored bubbles, put food coloring or watercolor on the flannel end. Dip and blow the bubble snake. Site: www.muminthe-madhouse.com.



- **Color Mixing**—Items needed: 3x5 cards without lines, sticker dots in primary colors, clear contact paper, paper plates, and Q-tips. Create color mixing cards by sticking two different variations of the primary colors on each card. Give each child a paper plate with a dollop of each primary color of paint. Have the child choose a card and dip their Q-tip in the first color and dab it in a blank area of the plate. Then have them get another Q-tip to dip in the next color and then mix the two colors together and see what secondary color they make. Have them give the names of the colors.
- **Flower Parts**—Take flowers apart and laminate petals. Small, whole flowers can be laminated also. Cut large circles around the laminated flowers/petals/leaves. Place these in a basket and let the children explore them. Add some fresh flowers to a tray and let the children take them apart.

SOCIAL STUDIES

- **Friends in My Classroom**—Take pictures of each child and create a book using a large notebook or cardstock with rings. On each page, put information about each child such as their birthday, the city they live in, their favorite food, favorite color, how many people are in their family, etc. Read with a small group of children for a few weeks and then place the book in the book center and watch as the children look at the book together and remember details about each child.
- **Children of the World**—Play a matching game of children from around the world. Discuss with the children that these children could be their friends if they were in their community or if they lived in another community around the world. Resources: [Children of the World Printable Matching Game](#) or [I Never Forget a Face, Memory & Matching Game](#). For two-year-olds, place less pieces out on the table.



ASSESS

Record developmental milestones.



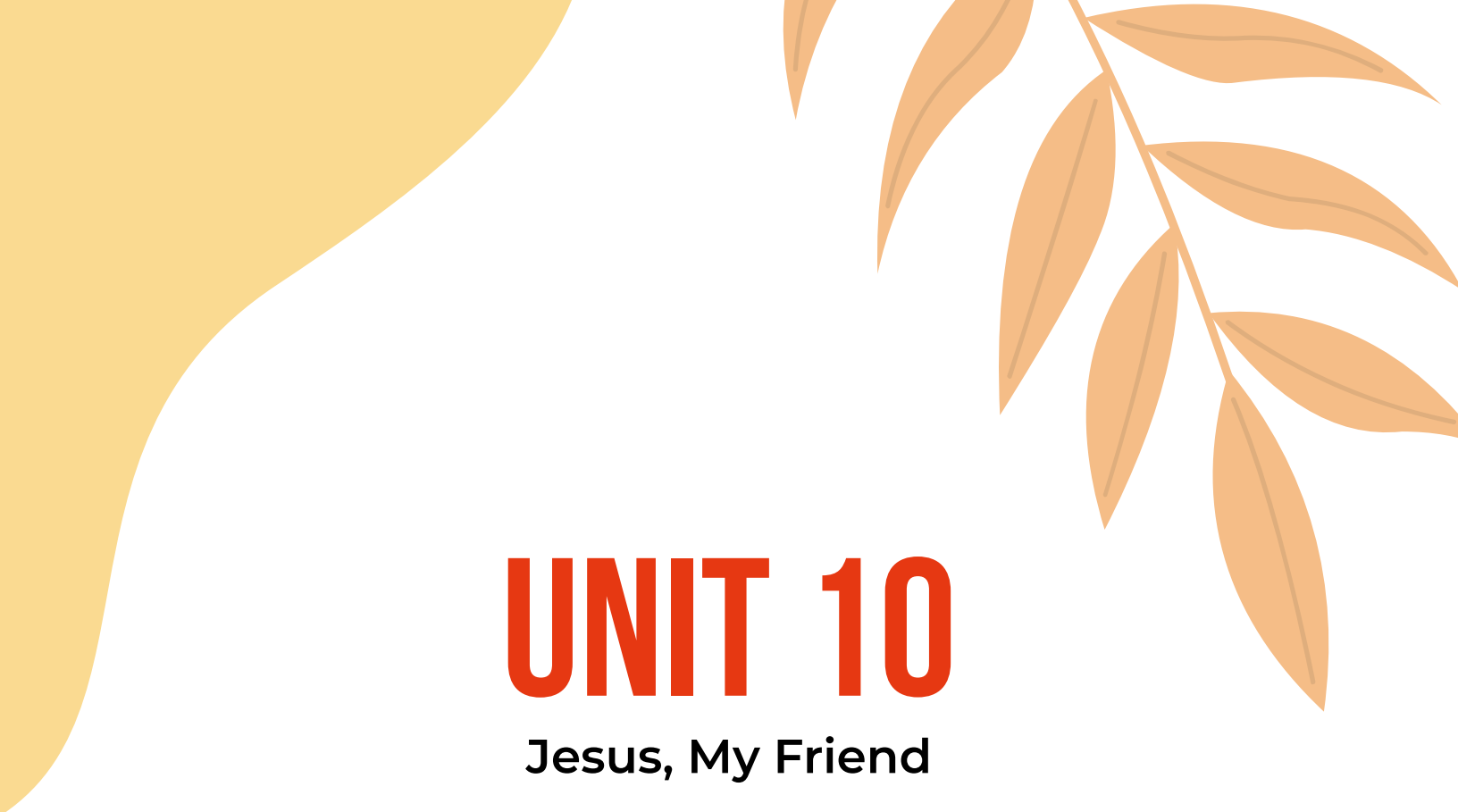
CELEBRATE

Take pictures of the child with their friends in the classroom, such as collaborating with friends on the friendship art project, outside in the sandbox, building together in the block area, etc.



MATERIALS

- Beach ball
- Painter's tape
- Two pocket dice
- Paper plates in the primary and secondary colors
- Plastic colorful balls
- Mega Blocks
- Pom-poms
- Tweezers/tongs
- Liquid watercolors or food coloring, Q-tips, small cups, parchment paper
- Gallon bag, dirt, squishy/stretchy worms
- Pool noodle, small bowls, golf tees, short pieces of pipe cleaner & straws (cut into two to three inches) or popsicle sticks
- Fresh herbs, empty spice type bottles
- Child-safe scissors
- Dandelions, measuring cups, colander, and a funnel, etc.
- Muffin tin, fresh flowers, pipettes
- Button down men's shirt, piece of sturdy cardboard
- Sunflower seeds, organic coconut oil, vanilla extract, blender, or food processor
- Apples
- Books: [*Making Friends*](#), by Fred Rogers; [*My Turn, Your Turn: a book about sharing & taking turns*](#), by Taryn Mason & Kaela Teitge; [*Best Friends*](#), by Ashley Matthews
- [*Journals*](#) for each child
- Tray with various items on it: small animal, block, small toy doll, etc.
- Books: [*I Spy Little Book*](#), by Jean Marzollo; [*I Spy Little Animals: A Book of Picture Riddles*](#), by Jean Marzollo; [*I Spy Little Toys*](#), by Jean Marzollo; [*I Spy Numbers*](#), by Jean Marzollo; [*I Spy Letters*](#), by Jean Marzollo
- [*Friends and Neighbors: The Helping Game Emotional Development Cooperative Game*](#)
- Butcher paper, various painting tools, materials, loose parts, and paint
- [*Fisher-Price Baby's First Blocks*](#)
- [*Seek-a-Boo*](#)
- [*Small cube-shaped boxes*](#), picture of each child
- Cardstock
- Colorful chenille stems
- Paper towel holder and hair ties
- Playdough and playdough tools
- Large ink pads
- 5x8 index cards without lines, pictures of children playing together, children sharing with each other, children sharing a meal, etc.
- Two sets of animal cards
- [*Library book pockets*](#)
- Colorful popsicle sticks
- Book: [*The Rainbow Fish*](#), by Marcus Pfister
- [*Rainbow Fish prop set*](#)
- 4x6 cards, glue, two pictures of each child
- Brass tags
- Scarves
- White construction paper, crayons, markers, stapler
- Empty water bottles, old flannel, rubber bands, bubble mixture
- 3x5 cards without lines, sticker dots in primary colors, clear contact paper, paper plates, Q-tips
- Book: [*Mix It Up!*](#) by Herve Tullet
- Fresh flowers
- Thin notebook
- [*Children of the World Printable Matching Game*](#) or [*I Never Forget a Face, Memory & Matching Game*](#)



UNIT 10

Jesus, My Friend

Weeks 37–40

Memory Verse:

“A time for....”

Ecclesiastes 3:4

“Go wash in the river and you will be healed.”

2 Kings 5:10



BIG IDEA

Jesus is my friend when I'm happy, sad, angry, and scared.



ENGAGE

MUSIC/MOVEMENT:

- [Jesus, You Have the Power to Heal](#)
- [Jesus Is the Healer](#)
- [I Will Trust You God](#)
- [Jesus is My Friend Today](#)
- [My Best Friend by Hillsong Kids](#)

BIBLE STORIES:

The Little Maid

Week 1

Many years ago, there was a happy young girl who was a “Little Maid.” She swept, mopped, washed clothes, and did many other important jobs for a man named Captain Naaman and his wife. She often sang songs and talked to God as she did her job. When the little girl started working for Captain Naaman and his wife, she noticed that he had a disease called leprosy, which causes white spots on the body. The little maid began to pray for Captain Naaman. She had a great idea—if only Captain Naaman would see the prophet Elisha, he could be healed. The little maid noticed that Mrs. Naaman was very **sad** and **afraid** for Captain Naaman. “Mrs. Naaman, I know a prophet named Elisha. If Captain Naaman would go to him, I believe God would heal him.” Mrs. Naaman told Captain Naaman what the little maid told her. Captain Naaman was **excited** to hear this news but was also **scared** that he would not be healed.

Week 2

Captain Naaman began his trip to visit the prophet, Elisha. A servant came out to greet Captain Naaman when he arrived at Elisha's home. Captain Naaman told the servant that he was there to see if the prophet could heal him from leprosy. The servant went to get the prophet. Shortly after, the servant returned and told Captain Naaman that the prophet wanted him to go into the Jordan River seven times, and then he would be healed. Captain Naaman was **angry**! I'm leaving; the prophet didn't even come out to greet me. There are better rivers where I live. The Jordan River is dirty and slimy. Captain Naaman's servants told him to do what the prophet asked him to do.

Week 3

So, Captain Naaman went to the Jordan River to do as the prophet instructed. He went under the water once. When he came up, the spots were still there. He went under the water two, three, four, five, and six times. Each time he came up, he still had the white spots. Captain Naaman was about to give up, but he decided to go into the water a seventh time. When he came out of the water, the spots were all gone. Captain Naaman was so excited! He couldn't wait to return home to show Mrs. Naaman and the little maid that God had healed his leprosy.

When he returned home, Captain Naaman, Mrs. Naaman, and the little maid all celebrated that the Captain was healed. They thanked God for healing Captain Naaman.

Week 4

Review the story using props.

Questions to ask:

- 1) When you help mommy or daddy around the house, are you happy?
- 2) Have you taken a special trip? Where?
- 3) Do you like to get into the water?

LET'S READ TOGETHER:

- *How Does Baby Feel?* by Karen Katz
- *I Feel Happy: Why do I feel happy today?* by DK
- *Baby's Feelings: A First Book of Emotions*, by Little Hippo Books
- *Making Faces: A First Book of Emotions*, by Abrams Appleseed
- *My First Book of Emotions for Toddlers*, by Orlena Kerek, MD
- *Jesus Loves Me!* by Cottage Door Press
- *Don't Forget to Remember*, by Ellie Holcomb
- *Jesus*, by Devon Provencher



APPLY IT

ACTIVE PLAY:

- **Today I Feel....**

Have a display of children's faces showing different emotions. Go through each of them and have them mimic your facial expressions. Explain that Jesus created our emotions and our feelings; talk about how sometimes we feel _____ when _____ happens.

- **Color Movement**—Have children act out the following color words:

Red.... You put your hands on your head

Blue.... You put your hands on your shoe

Green.... You're going to wash your face clean (*Pretend to wash face*)

Pink.... You're going to think, think, think (*Tap pointer finger against side of head as if thinking*)

Yellow.... You're going to wave to a fellow (*Wave to a friend*)

Purple.... Make 2 little circles (*With both pointer fingers make circles in the air*)

Brown.... You're going to turn yourself around & sit right down!

RHYMING:

- **Smiling**

Smiling is infectious,
You catch it like the flu.
When someone smiled at me today,
I started smiling too.

I passed around the corner,
And someone saw my grin
When he smiled I realized
I'd passed it on to him.

I thought about that smile,
Then I realized its worth.

A single smile
Just like mine,
Could travel round the earth.

So, if you feel a smile begin,
Don't leave it undetected
Let's start an epidemic quick,
And get the world infected!

—Russell H. Conwell

- **Jesus Is our Friend**—Sung to “London Bridges”

Jesus is our friend today
Clap your hands, shout hooray
Jesus is our friend today
We love Jesus!

Jesus is our friend today
Stomp your feet, shout hooray
Jesus is our friend today
We love Jesus!

Jesus is our friend today
Turn around, shout hooray
Jesus is our friend today
We love Jesus!

—Original Author Unknown

- **Rhyme**

All the big fish like to be *(Move hands like a fish)*
Underneath the wavy sea. *(Move hands up and down)*
God made swimming fish I know *(Point up)*
Just because he loves me so. *(Point to self)*
Big white horses gallop fast *(Move hands up and down, or physically gallop)*
Through the fields of tall, green grass. *(Rub hands together)*
God made all of them I know *(Point up)*
Just because he loves me so. *(Point to self)*
—Original Author Unknown

- **If You're Wearing Red Today**

"Muffin Man" tune
If you're wearing red today,
Red today, red today,
If you're wearing red today,
Stand up and say "Hoo-ray!"
Repeat for other colors.



ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the child. Sensory play enhances the overall development of a child's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **Drive the Ball**—Items needed: pool noodles, small or medium beach ball, and cones or painter's tape. Cut pool noodles in half and give one half to each child. In an open space indoors or outside, create a road for the children to move the ball through using the pool noodle. Once they get to the other side, they can pick up the ball and bring it back to the start and move the ball through again. Move the cones/tape to create a straight, curvy, or zigzag road.

- **Animal Walks**

- Crab Walk—Sit on the floor, lift your bottom up, and move around by using your hands and feet only. Don't forget to move forward, backward, and sideways!
- Bear Walk—While standing, bend over and reach the floor with your hands. Move around in this position.
- Donkey Kick—Stand up and bend over until your hands touch the floor. Try to kick both legs out behind you. If both legs are too hard, then start with one at a time, alternating legs.
- Frog Hop—Squat down with your arms between your legs and hands touching the floor. Jump as far as you can!

- **Pass the Weighted Ball**—Have the children stand side by side in a line. Give the child at one end of the line a weighted ball. Have the child pass the ball to the child next to them and continue this down the line. Encourage children to keep their core still as they cross midline to pass the ball to the left or right. Add a challenge by having them stand in a line with every two children back to back and have them pass the ball from one child to another. Once the ball gets to the end of the line, send it back so the children pass the ball in the opposite direction. 2 lb Weighted Ball.

FINE MOTOR:

- **Muffin Tin Color Sorting**—Items needed: muffin tin, items in the primary/secondary colors, tweezers/tongs, and construction paper in the primary/secondary colors. Cut small circles out of the colored construction paper to fit at the bottom of each muffin cup. Place the colored items in a basket and add tweezers/tongs or let them use their fingers to sort items into the muffin tin.
- **Stick People Craft**—Items needed: sticks, yarn, washi tape, googly eyes, and glue. Take a nature walk and gather sticks. Have the children choose a stick or put several sticks together that they would like to make look like a person. Then have them choose the items they would like to decorate their person with. The children can wrap yarn around the sticks for hair and washi tape for the clothing.
- **Racing Tubes**—Items needed: two shoeboxes, strong tape, paper towel tubes, scissors, and toy cars small enough to fit the tubes. Cut two slits in the end of the tubes so one section can be folded over. Then tape flat to the side of a shoebox. The children can send the small cars through the tubes to race and see which one comes out first or how far each one goes when they come out the other end.

SENSORY DEVELOPMENT:

- **Bubble Foam**—Tear-free bubble bath, water, food coloring (optional), trucks, animals, baby dolls, etc. Ratio is 2:1. Two parts bubble bath to one part water. You also need a hand mixer. Mix it until it has stiff peaks like whipped cream. When you are done, add the bubbles to your bin and then add toys.
- **Playdough**—Recipe link: www.thebestideasforkids.com. Add items to the playdough like craft sand for construction play, construction trucks, etc., dried flower pieces for cooking play, along with cookie cutters, rolling pins, cookie sheets, etc.



- **Sensory Lights**—Put small flashlights in colored Tupperware or colored water bottles. Turn room lights low. Cover a table or two with a blanket to make a fort(s) and let children “see” the light under the table. Let the children explore the classroom with the flashlights in their colored containers.

SELF-HELP:

- **Window Washer**—Items needed: small spray bottle, washcloth, squeegee, and small caddy. Provide a way for children to have access to a low window that they can clean with the items in the caddy.
- **Pouring Juice**—At snack time, have a small pitcher with juice. Have the children pour their own juice into a small cup. Have paper towels close by for each child to clean up any spills.
- **Putting on Shoes**—Children like to do things by themselves. Putting on their own shoes is one of the ways they can help themselves and feel independent. Some ways to help make them feel successful: encourage parents to bring shoes with velcro straps and place stickers in their shoes so they can learn which shoe goes on the left foot and which one goes on the right foot. You can get some special left/right shoe stickers that are made specially for shoes, but you can use another type of sticker or a permanent marker to draw a smiley face (half in the left shoe and half in the right shoe). The important thing is that the child can line up the shoes to make a picture and then put his or her shoes on the correct feet.



SOCIAL & EMOTIONAL

SELF-AWARENESS:

- **I Am Growing**—Items needed: butcher paper and measuring tape. Children are constantly growing and changing, and the “Measuring their Growth” activity helps them understand and celebrate their progress. Measure each child on a piece of long butcher paper that is taped to the wall. Discuss with children how they have grown and the ways to notice how they have grown, such as shoes getting too small, clothes getting too small, etc.
- **“Yet,” Developing Growth Mindset**—Help children get in the habit of using the word “yet” any time they say “I can’t.” When they say “yet” at the end of “I can’t ... yet,” it inherently implies that eventually, they will be able to do this task.
- **Count Your Breath**—Have children lie down on their back quietly and place their hands on their tummy. Have them take slow deep breaths and then slowly let their air out. Count each breath and watch their hands move up and down with their breathing. Explain to the children that when they feel overwhelmed by too much noise or other things going on in the classroom, they can go to the quiet corner and do this exercise.



SELF-CONTROL:

- **Animal Body Stretches**—Near an open space with a few soft mats, place cards in a basket showing different animal stretch poses. Explain to the children that they can choose a card and do the animal move. Remind them that the moves should be slow and controlled. When doing these animal moves, children will learn to focus on how they are moving and stretching. [Kid's Yoga cards and Posters](#).
- **Drum Beats**—Children will listen to the person who is making the drumbeats and repeat the beat patterns. How to play: One lead drummer—using drums, boxes, pots and pans, or anything else which makes noise—leads the group in a series of beats, patterns, and sounds. The drummer will lead slow, fast, stopping, and using different rhythms and cadences.
- **Quiet and Loud**—Discuss with the children what actions are quiet and loud. Have children share where they should be quiet and where it is okay to be loud. Have children practice being quiet and loud with this fun song: [“Quiet Loud Quiet” Song](#).

INTERPERSONAL RELATIONSHIPS:

- **Sharing Lunch**—Talk with the children about how Jesus shared lunch with many people. Have a special day where children bring in their favorite food to share with their friends. Have the children work together to set the table with plates, utensils, cups, napkins, etc.
- **Clean-Up Teams**—Team up children to clean up different areas in the classroom. They will work together to clean up and organize the space. [“Clean It Up,” by The Laurie Berkner Band](#).
- **Seek-a-Boo Game**—Children will practice taking turns when playing a fun memory game to find matching animals and mimic their actions.



LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Vocabulary**—Introduce vocabulary during conversation, songs, games, and stories. Use sign language as needed. Note: children will naturally drop the sign when they begin to use the words.
- **My Friend, Jesus**—Using a handheld mirror, tape a picture of Jesus to the side of the mirror. Have children take turns holding the mirror and looking at Jesus' face next to theirs in the mirror. Sing this song to the tune of “Who am I? I am Special to Jesus.”
My friend Jesus, My friend Jesus,
I see him (smiling) with me. (laughing, nodding, swaying, blinking, etc.)
My friend Jesus, my friend Jesus,
He is always with me.
- **Picture Talk**—While reading books to a child, have children take a moment to look at the picture from the story you are showing and think in their minds about what they are seeing.



Questions to ask:

- What do you see in this picture?
- Let's count the....
- Do you see any shapes?
- Do you see any groups?
- What is the smallest, largest etc. thing in the picture?
- How many _____ do you see?
- What do you see in the (side, middle, bottom, or top) of the picture?
- Ask any questions that would help the child learn more vocabulary to help describe what they see in the pictures of the story.
- **Name Puzzles**—Use sturdy paper plates to glue on a picture of each child in the classroom. Write their name under their picture on the paper plate. Cover the picture area with contact paper and then cut into two or three pieces. Place the puzzle that has the child's picture on it and show them how to put the pieces together to show the whole picture and their name. Have a puzzle with the picture of Jesus for the child to put together as well.

LISTENING/RECEPTIVE:

- **My Friend, Teddy**—Give each child a small teddy bear to hold. Sing the song “Teddy Bear, Teddy Bear.” Have them do the motions with their bear as they hear the instructions. Sing the song slowly so they have time to process the instructions. For younger children, help them with the motions or model the motions with your own teddy bear.

Teddy bear, teddy bear,
I can hug.
(Sing the first two lines twice)
Teddy bear, Teddy bear,
Hug, hug, hug
Other motions: rock, stand, kiss, jump, etc.
- **Can You Hear Me Now?**—Create a “phone” using plastic tubing, two plastic funnels, and Duct tape. [See Instructions Here](#). Stretch the phone across the table or floor area. Have a child on one end of the phone and the teacher on the other. Show them how to put the phone to their ear as the teacher talks into the other end. When the teacher sees the child begin to talk into their end, then the teacher can put the phone to their ear. The teacher can play games with the child, such as saying, “What does the cow say?” while showing a cow picture or toy and having the child give the sound through the phone.
- **Ring the Bell**—Using service bells, have the children take turns ringing the bells. The teacher can use the bells to play listening games by ringing the bell once and have the children copy. Ring the bell twice and give the child time to process the action and then copy. Do up to three rings and then do 1, 2, and 3 rings in various orders.
- **Hokey-Pokey Game**—Have children do the motions on their own or model. As children listen to the instructions, give them a few minutes to process the information and then do the motion. [“Hokey Pokey” Song](#).



PREWRITING:

- **Cave Drawings**—Using a large box, open one end so the children can go in with chunky crayons or markers and make lines and scribbles all on the inside of the box.
- **Touch and Feel Line Book**—Use cardboard, chenille stems and/or sandpaper, and glue to create a line book. Glue a chenille stem shaped line onto a small piece of cardboard for a page to the book. Lines: vertical, horizontal, zigzag, wavy, etc. As the child is exploring the book, have them touch each line and then the teacher will describe the line and say the name.
- **Line Trace**—Create lines on cardboard and then glue on sandpaper lines. Place paper over the lines and have the child use a chunky crayon to color over the line. Talk with the child about the name of the line and where they might see that line around the classroom.
- **Name Ping-Pong Drop**—Have empty paper towel tubes and have a letter for each child's name on circle pieces of paper and laminate. Use velcro dots so that letters can be arranged for each child's names. Have several sets of ping-pong balls with the letters of each child's name on them. Set the tubes on a tray with a bowl of the ping-pong balls with the letters of their name. Have the children find the matching letter for the first letter of their name and drop it into the tube. Continue for each letter and then start again with the next set of ping-pong balls. Have capital letters for the first letter of their name and lower-case for the rest of the ping-pong balls. Example idea: [Alphabet Ping-Pong Drop Literacy Game](#).

PREREADING:

- **Retell a Story**—[Little Red Hen](#), by Paul Galdon. Use sensory items to help retell the story. The materials you will need are small bowls, small plastic farm animals that match the ones in the story, wheat playdough, plastic wheat stalks, barley, and whole wheat flour. [Retelling the Little Red Hen Story activity](#).
- **Reading Cards**—Create a set of ten read-along cards using 5x8 index cards without lines. Find or take pictures that are related to the theme, such as pictures of Jesus with children, Jesus with angels, Jesus with the disciples, etc. Print out the pictures and then write or print out what is happening in the pictures. Glue the picture and description onto a 5x8 card (or larger). Example: Create a read-along card with a picture of Jesus with children and describe what you see in writing on the card or type it out. Laminate the cards so they will last longer. When showing the card, read what has been written on the card such as "Jesus is telling stories to the children outside on the grass." More cards can be added to the set during the month.
- **Opposites**—Big and small sort: Create or find cards with pictures of animals that are big in one picture and the same animal is small in another. Have children sort them by big and small and say, for example, "This cow is big and this cow is small." [Farm Sort by Size](#).
- **Object to Picture Matching**—Have pictures of items on laminated cards and then put the items in a basket. Place the cards on the table, have the children choose an item, and then place it on the matching card. Have them give the name of the item and describe it.

VOCABULARY:

- **Naming Colors**—Have objects in the primary colors (red, yellow, blue) along with a laminated sheet of paper in each color. Pick an object and give the color and then the name of the object. Example: “Red, the apple is red.” Then place the item on the matching color.
- **I Spy....**—After the child has been introduced to the objects and colors, place the objects back on the carpet. Say, “I Spy a red apple.” See if the child can recall which object is the red apple. Once they have found it, have them give it to the teacher.



COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **Color Nature Collages**—Use colored construction paper and find items from nature for children to sort onto the colored construction paper. Take multiple pictures as they add different items.
- **Streamers**—Items needed: streamers and music. Song idea to use: [Creative movement](#).
- **Playdough**—Items needed: playdough and playdough tools. Create various lines with the playdough: straight, spiral, wavy, etc. Create playdough people or animals.
- **Drip Name Art**—Items needed: heavy cardstock, masking tape, droppers, and watercolor paint. Use tape to spell out each child’s name on a piece of card stock. Then have them use a dropper with watercolor paint to drop the paint onto the paper. Let it dry and take the tape off.
- **Self-Portraits**—Take a picture of each child. Have them use watercolor paint and paint one color over the whole picture. Associate colors with feelings. Examples: yellow for happy, blue for sad, or red for angry. Read the book [My Many Colored Days](#), by Dr. Seuss.

MATH:

- **Counting Song**

One, two, three – Jesus loves me
One, two – Jesus loves you!
Three and four – he loves you more
Than you’ve ever been loved before.
Five, six, seven – We’re going to heaven
Eight, nine – Glory Divine
Now we’ve sung right up to ten, let’s go back and sing it again.
(We’ve no time to sing it again, the second time through.)

- **One-to-one correspondence**

- The doll has two feet—let’s count (as you point): One, two
You have two apple slices, Let’s count them.... I have more than you! I have three!
(Count). I’m going to eat one of mine. Now we have the same!



- **Duck Counting**—Items needed: [Five Little Ducks](#) book by Pamela Paparone, five yellow rubber ducks, plastic bin with water, and [large dice](#). Have the plastic bin with water on the table and have the child roll the dice. Help them count the number of dots on the top of the dice and then place the same amount of ducks in the water.

SCIENCE:

- **Water Cycle**—Items needed: resealable sandwich bag, sharpie, water, and blue food coloring. Take a resealable sandwich bag and draw a sun and a cloud on the top portion. Then fill it with about an inch of water adding a drop or two of blue food coloring. Seal the bag and tape it to a window. When the sun comes out, watch the water condense and gather and then run down the sides.
- **Color Changing Flowers**—Items needed: white flowers, food coloring, water, and glasses or a test tube (one for each color). Get three white flowers and add ten to fifteen drops of food coloring to each cup of water. Stir and add a trimmed flower to each cup. Have the children observe the flowers throughout the day to see if the color has moved up into the white flower. For extra fun, have the children look at the flowers each hour and then take a picture. Write down the children's words when they describe what they see. Place the experiment pictures and the children's comments on a bulletin board for children to share with their families.
- **Science Bean**—Items needed: beans (pinto, kidney, green beans, or lima beans), paper towels, resealable sandwich-size bags. Dampen a paper towel and fold the paper towel to fit in the resealable sandwich bag. Place three or four beans on the folded paper towel and press the air out and zip the bag closed. Tape the bag to a sunny window and watch the beans daily to see what happens.

SOCIAL STUDIES:

- **Maps**—Provide a map of the general area around the school. Place a sticker or dot on the spot where the school is on the map. Talk with the children about other landmarks that they notice around the school. Place a dot on those places, too. Ask the children what they see on their way to school, stores, gas stations, restaurants, etc.
- **My Town**—Using a piece of large butcher paper taped to the floor, draw roads and then have the children build buildings along the roads to create a town. Talk about how roads have names so we can find our way to where we want to go around town.



ASSESS

Record developmental milestones.





CELEBRATE

Celebrate their friend Jesus by adding pictures of the child's nature collage in their portfolio. God made a wonderful world for us to enjoy!



MATERIALS

- Pool noodles, small or medium beach ball, cones or painter's tape
- [2 lb Weighted Ball](#)
- Muffin tin, items in the primary/secondary colors, tweezers/tongs, construction paper in the primary/secondary colors
- Sticks, yarn, washi tape, googly eyes, glue
- Two shoeboxes, strong tape, paper towel tubes, scissors, small toy cars
- Tear-free bubble bath, water, food coloring (optional), trucks, animals, baby dolls, etc.
- Playdough and playdough tools
- Small flashlights, colored Tupperware or colored water bottles
- Small spray bottle, washcloth, squeegee, small caddy
- [Small pitcher](#)
- Butcher paper, measuring tape
- [Kid's Yoga cards and Posters](#)
- Drums, boxes, pots and pans, or anything else that makes noise
- [Seek-a-Boo Game](#)
- Handheld mirror, picture of Jesus
- Sturdy paper plates, glue, picture of each child in the classroom
- Small teddy bears or stuffed animals for each child
- Plastic tubing, two plastic funnels, and duct tape
- Service bells
- Large box, chunky crayons, or markers
- Cardboard, chenille stems and/or sandpaper, and glue
- Velcro dots
- Ping-pong balls
- Book: [The Little Red Hen](#), by Paul Galdon
- 5x8 index cards without lines
- Pictures of Jesus with children, Jesus with angels, Jesus with the disciples, etc.
- [Farm Sort by Size](#)
- Matching game cards
- Objects in the primary colors, laminated sheet of paper in each color
- Streamers
- Heavy cardstock, masking tape, droppers, watercolor paint
- book: [Five Little Ducks](#), by Pamela Paparone, five yellow [rubber ducks](#), plastic bin with water, [large dice](#)
- Resealable sandwich bag, sharpie, water, blue food coloring
- White flowers, food coloring, water, glasses or a test tube
- Beans (pinto, kidney, green beans, or lima beans), paper towels, resealable sandwich-size bags
- Map of the general area around the school



UNIT 11

Happy, Healthy Me

Weeks 41–44

Memory Verses:

“Whatever we eat or drink, praise God.”

1 Corinthians 10:31

“Daniel and his friends were healthy.”

Daniel 1:15



BIG IDEA

Jesus created us to take care of our bodies.



ENGAGE

MUSIC/MOVEMENT:

- God Made Me
- My Body, Strong and Good
- Nutrition Song
- Obey, Obey the Lord
- Head Shoulders Knees & Toes
- Two Little Eyes

BIBLE STORIES:

Daniel & Friends Choose Healthy Foods

Week 1

We all like to eat yummy food. A young boy named Daniel also enjoyed eating yummy and healthy foods. One day, Daniel and his three friends were held captive at the King's palace. They were a long way from home; the King chose Daniel and his three friends to be special helpers for the kingdom. They were given special clothes to wear and told to eat the King's food.

The four young boys were escorted to their bedroom to rest before supper was served. Daniel and his three friends knelt by their beds and prayed to God that He would help them make wise choices. They knew that the King's food would not be like their food at home.

Week 2

That evening, the four boys were called and taken to the dining room to eat. When they saw all the food on the table, they whispered to each other, "This is not the food that God wants us to eat. What do we do?" Daniel went to a man standing in the back of the dining room. "Could my friends and I eat the foods we are used to eating?" The man told Daniel that the King had ordered all the boys held captive to eat his food and drink his wine. "If you get sick, I will get in trouble," said the man. Daniel was determined to stay true to eating healthy food, so he asked another man politely, "Please let us eat our fruits, vegetables, nuts, and grains for ten days. And let us drink water instead of the King's wine." So the young boys were allowed to eat the healthy foods they enjoyed.

Week 3

Every day for the next ten days, Daniel and his three friends enjoyed the healthy meals that reminded them of home. They savored the natural sweetness of fresh fruits, the crispness of fresh vegetables, and the wholesome energy of nuts and grains, along with drinking lots of water.

After ten days, the King called the four boys into his chambers because he wanted to see how sick they looked. To the King's surprise, the boys looked healthier and stronger than any other young boys who ate the King's food; because of this, they were allowed to eat the healthy food they were used to eating. Daniel and his friends remained faithful to God for many more years.

Week 4

Review the story using props.

Questions to ask:

- 1) What is your favorite food?
- 2) Do you eat fruits and vegetables?
- 3) Which is your favorite fruit or vegetable?

LET'S READ TOGETHER:

- *This Is How We Stay Healthy*, by DK
- *Brush, Brush, Brush!* by Alicia Padron
- *Get Up and Go!* by Nancy Carlson
- *Eating the Rainbow*, by Star Bright Books
- *Play with Your Plate!* by Judith Rossell
- *Bless This Food*, by Ginger Swift
- *My First Padded Book of Food*, by Wonder House Books
- *Eat Your Colors*, by Amanda Miller
- *Indestructibles: Baby, Let's Eat!* by Amy Pixton
- *Stir Crack Whisk Bake*, by Maddie Frost
- *Rah, Rah, Radishes! A Vegetable Chant*, by April Pulley Sayre
- *Go, Go, Grapes! A Fruit Chant*, by April Pulley Sayre



APPLY IT

ACTIVE PLAY:

- **Five Red Apples** (poem)

Five red apples high in a tree,
One looked down and winked at me.
I shook that tree as hard as I could,
One fell down.... mmmm it was good!
(Continue rhyme until all the apples have fallen from the tree.)

- **Get Ready to Listen**—Have children do this activity to prepare to listen to a story.

Two Little Feet

Two little feet go stamp, stamp, (*Stamp, stamp*)
 Two little hands go clap, clap, (*Clap, clap*)
 One little body stands up straight (*Stand straight*)
 One little body goes round and round (*Turn*)
 One little body sits quietly down. (*Sit*)

RHYMING:

- **Banana**

Bananas are my favorite fruit
 (*Pretend to hold banana*)
 I eat one every day;
 I always take one with me,
 (*Put in pocket*)
 When I go out to play.
 (*Wave goodbye*)
 It gives me lots of energy
 (*Make muscle*)
 To jump around and run,
 Bananas are my favorite fruit—
 (*Rub tummy*)
 To me they're so much fun!

- **Picnic**

Going on a picnic,
 Gotta pack a lunch.
 What should we bring to munch, munch, munch?
 (*Suggest different foods*)
 Ready for a picnic,
 Ready with a lunch,
 Now we're ready to munch, munch, munch!

- **Pat-a-Cake**

Pat-a-cake, Pat-a-cake, baker's man
 (*Clapping and touching baby*)
 Bake me a cake as fast as you can;
 Pat it and prick it and mark it with a "B,"
 (*Pat child as you say "pat"; poke child as you say "prick"*)
 And put it in the oven for Baby and me.
 (*Point to baby and then yourself as you say the words*)



- **Here Are My Ears**

Here are my ears (*Point to ears*)
Here is my nose (*Point to nose*)
Here are my fingers (*Show fingers on hand and wiggle them*)
Here are my toes (*Point to toes*)
Here are my eyes (*Point to eyes*)
Both open wide (*With hands make open wide motion*)
Here is my mouth (*Point to mouth*)
With white teeth inside (*Smile and show “white teeth”*)
Here is my tongue (*Point to mouth/tongue*)
That helps me speak
Here is my chin (*Point to chin*)
And here are my cheeks (*Point to cheeks*)
Here are my hands (*Wave hands*)
That help me play
Here are my feet (*Point to feet/stomp/walk/make stepping motions*)
For walking today

- **I Have a Little Body**

I have a little body (*Point to self*)
That belongs to me.
I have two ears to hear with (*Point to ears*)
And two eyes to see. (*Point to eyes*)
I have a nose for smelling (*Point to nose*)
I have a mouth to eat. (*Point to mouth*)
I have two hands to wave
At everyone I meet! (*Wave hands*)
—Jean Warren



ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the child. Sensory play enhances the overall development of a child’s social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **Line Stretch**—Use painter's tape to put down several lines on the floor to look like the rungs of a ladder. Have the child start by standing on the first line and then bending over to touch the next line with their hands. Then have them walk forward with their hands, seeing how far they can reach. *Take note how much further the child can stretch compared to earlier in the year (Unit 4).
- **Jump the Lines**—Place six strips of painter's tape on the floor, about a foot apart. Number each line 1-6. Have a child stand on the first tape line and then jump as far as they can. Help them track how far they jumped by counting the lines they jumped. *Notice if the child is able to jump further compared to earlier in the year (Unit 3).
- **Walk the Line**—Items needed: different colors of masking tape. Create a straight line, curvy line, and a zigzag line, each in a different color, on the floor. Have the children walk each line, putting their feet heel-to-toe as they walk. *Notice how much the child's balance has improved compared to earlier in the year (Unit 6).

FINE MOTOR:

- **Cutting Activity**—Use a muffin tin, counting bears, and painter's tape. Add one bear to each tin and then use painter's tape placed across the tin, both vertically and horizontally, about 2 inches apart. Set scissors to the left of the tin and let the child cut the tape to set the bears free. Site: www.dayswithgrey.com.
- **Fruit Tray**—Put a few different pieces of fruit or vegetables with small seeds on the tray and let the children use tweezers to get the seeds out. Talk about how God uses the fruits and vegetables to help keep us healthy. Extend activity by planting seeds to see if they will grow, depending on which fruits or vegetables you use.
- **Fruit Tree**—Draw or print out a tree and tape to a cabinet or table surface. Draw or print some fruit to put on the tree. Place contact paper, sticky side out, over the tree and let the children put fruit on the tree. Talk about what types of fruits grow on trees and how God made them all, helping us to grow and keep healthy.

SENSORY DEVELOPMENT:

- **Sensory Bag/Bin**—Cut open a pumpkin, squash, or cantaloupe, scoop out some of the insides, and put them into a resealable bag or bin. Tape the bag securely to the surface of your choice and let the children explore the contents mess free, or put them in a bin to explore with their hands. Let them see the different rinds of two different melons. Or two different pumpkins. These can also be put in a bag for mess-free handling. It's more sensory fun to let them feel the textures, though.
- **Sensory Bottle**—Mash or crush citrus fruits and put them in a spice bottle. Cover the top with a thin piece of cloth and then leave the lid open. Let the children explore the scents of the different fruits, with the supervision of a teacher. Oils can be irritating, especially to the eyes.



- **Playdough**—Set up a playdough table with playdough scissors, a rolling pin, cookie cutters, and some other items of your choice. Ask the children to make healthy food to feed their family and see what they make.

SELF-HELP:

- **Sweep-Up**—Provide a small broom and dustpan. Use painter's tape to create a medium-sized square on the floor, and have the child sweep the floor and sweep all the dirt and other items into a pile in the square. Then have them sweep the debris onto the dustpan and then place it into the trash. This can be a job for after snack/lunch or after messy activities. *Notice how much better the child has become at sweeping up debris from the floor with a broom and dustpan compared to earlier in the year (Unit 5). Notice how well they can carry the dustpan carefully to the trash can to throw away the debris.
- **Water Pouring Station**—In a bin, provide a variety of clear cups and a small pitcher. Put water in the pitcher and have the child pour water into each cup. Have a washcloth available to wipe up any spills. *Notice how well the child is able to pour water from a pitcher into a cup compared to earlier in the year (Unit 6).
- **Cooking**—Provide bananas cut in half with the peeling on and strawberries. Have some yogurt in a bowl with a large spoon, small cutting board, plastic knife or other child-safe cutting tool, a bowl of rice crispy cereal, and child-sized plastic bowls and spoons. Have the children take a bowl and then a banana and a few strawberries. Have them peel their banana and then cut it into slices on the cutting board and then cut the strawberries. Next have them place the banana and strawberry slices in a bowl. Then have them take one or two scoops of yogurt with a large spoon and place it over the banana and strawberries in the bowl. Finally, have them scoop some rice crispy cereal and sprinkle it over the yogurt. Enjoy!



SOCIAL & EMOTIONAL

SELF-AWARENESS:

- **Feelings Charade**—In a container, have pictures of faces with different emotions. Have a child pull out a picture and then make a face to the class. The class will need to guess what emotion the child is making on their face. *Notice how well the children can identify the emotions and give the name of each emotion compared to earlier in the year (Unit 5).
- **How Was Your Morning?**—With a group of children or individual children, discuss and share how the morning went. What was their favorite activity? Who did they play with? Were they able to get along with others? If they had a difficult time, what did they do to get through it? Give children time to share. *Notice how much the child's vocabulary has expanded and how much more comfortable they have become with sharing about their morning compared to earlier in the year (Unit 8).
- **Calm-Down Tray**—Items needed: large tray, rice or fine sand, paintbrushes in various widths, and line and shape cards. Have children choose a line card or shape card and make the shape with a paintbrush in the rice or sand. Have the tray available when children seem to need some time to calm down and relax their body. *Notice how well the child can hold their focus during this activity as compared to earlier in the year (Unit 7).

SELF-CONTROL:

- **Musical Chairs**—Arrange a grouping of chairs in the amount of the children who will play the game. Play fun and energetic music as they walk around the grouping of chairs. Explain to the children that when the music stops, they can pick a chair to sit on. Before starting the music again, show the children that a chair will be removed each time. This activity will help children learn to take turns, follow rules, handle frustration, and control impulses. *Notice if the children remember the rules of the game and have a better understanding of waiting their turn compared to earlier in the year (Unit 3).
- **Move Around the Circle**—Using painter's tape, make a large circle on the floor. The objective of the game is to follow the directions and listen to what they are being told to do, which will keep changing. How to play: One child or the teacher will call out movements to the players who follow the directions and move around the circle doing the movement. Movements can include: run fast, crawl, move slowly, walk backwards, jump, stop, hop like a frog, flap arms, etc. Add music for the children to move around the circle to or play the song "[Walk Around the Circle](#)," by Hap Palmer. *Notice how much better the children can follow directions while listening to the song compared to earlier in the year (Unit 5).
- **Stack the Cups**—Using large red plastic cups, have the children carefully stack up the cups. Once they have used all the cups, have them carefully take them down so the structure does not fall. This activity will help the children to slow down and focus on what they are doing. *Notice how well the children are able to focus on carefully stacking the cups compared to earlier in the year (Unit 4).

INTERPERSONAL RELATIONSHIPS:

- **Give Thanks**—Demonstrate to the children how we pray to God to give thanks, by bowing our heads and folding our hands. Give children a chance to name something they would like to thank God for or to share something they would like God to help with. *Notice how much more understanding the children have about talking to God and how He is always listening compared to earlier in the year (Unit 4).
- **Three-Legged Walk Around**—Have two children stand next to each other and use an old T-shirt piece to tie their two legs together. Have them work together to walk around the room. Talk with them about how they felt the activity was hard or easy. Discuss how they worked together to walk around the room. Share how important it is to work together as a team and communicate how you can work together. *Notice how well the children are able to communicate and work together compared to earlier in the year (Unit 6).
- **Showing Kindness**—Read the book [Kindness Counts](#), by R.A. Strong. Discuss with the children how they can show random acts of kindness to others and how that makes them, and others, feel. Some ideas of random acts of kindness they can do as a class or individually: feed the birds, plant some flowers to give to others, smile at others, help a friend pick up the toys they were playing with, say thank you, make cookies for the local firefighters, etc. *Take note if children can name random acts of kindness they have seen or have done on their own compared to earlier in the year (Unit 7).





LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Vocabulary**—Introduce vocabulary during conversation, songs, games, and stories.
- **Grocery Shopping**—Have a shelf with empty boxes, empty containers, and pretend fruits and vegetables. Have a shopping bag for the children to use to put the items they “buy” into. Have the child give the name of each item or help them say the name of each item.
- **Food Basket Upset**—Have some plastic fruits and vegetables in a basket and dump them out in front of the children. Explain how these are healthy foods that God made for us to enjoy. Have each child put an item back in the basket by using descriptive language so they can know which item to put back. Example: “Sam, can you find the red apple? Yay! Now, place it back in the basket.”
- **I Spy Tray**—Have a tray with various items and have the children play “I Spy.” The child can say, “I spy something yellow,” and the teacher will have to find it and pick it up and vice versa.

LISTENING/RECEPTIVE:

- **The Apple Preposition Game**—Use a play grocery basket and a plastic apple (or other fruit or veggie at different times). Place the apple and basket in front of the child. Ask the child to place the apple in various positions. Place the apple in the basket or next to the basket. Hold the apple over the basket, under the basket, in front of the basket, and behind the basket. Turn the basket over and have the child place the apple on the basket. See how well the child is able to follow directions and understand the instructions.
- **(Child’s Name, Child’s Name), What Do You See?**—Have several stuffed animals or plastic animals out in front of the child. Say, “Riley, Riley, what do you see?” “I see a....” Have the child choose an item to hold, then say, “I see a (brown bear) looking at me.” Give each child a turn to choose an animal to finish their sentence. Give the child time to try and say what they have chosen.
- **Singing Instructions**—When it is time for clean up or a transition, sing the instructions to the children. Example: “Clean up, Clean-up, it’s time to put the blocks away. Everyone find a block and clean up.” Or, “Let’s put our shoes on, shoes on, shoes on, let’s put our shoes on so we can go outside.” Resources to consider: “I’m A Mess” and “Clean It Up,” by The Laurie Berkner Band. Play the songs to let the children know it is time for clean up and also while they are helping to clean up. Getting ready to go outside or home: “Let’s Go!” by The Laurie Berkner Band | [Getting Ready Song](#).
- **Scavenger Hunt**—Have the children listen to the instructions of the game and find an item in the classroom that matches. Example: Say, find something that is blue, is round, you put on your feet, that you can build with, etc.

PREWRITING:

- **Velcro Line**—Create velcro lines on the wall. Have ping-pong balls with velcro on them in a basket. Have the children take the velcro ping-pong balls and place them on the lines. Talk about the lines the children are filling with the ping-pong balls. Lines: vertical, horizontal, zigzag, curvy, circle, etc.

- **Color Sticker Pull**—Have different colors of paper on the wall and give each child some round [colored stickers](#) (found at the office supply store). Have the child pull off a colored sticker and place it on the matching colored paper.
- **Name Clip**—Write a child's name around the edges of a paper plate and glue their picture in the middle. Have clothespins with the letters of their name on them and then have them find the letters of their name in order and clip the clothespin on each matching letter. [Clothespin Alphabet](#).
- **Sprinkles Sensory Writing Bag**—Use a resealable bag and place a good amount of decorating sprinkles in the bag. Seal the bag and tape it to a tray. Create line cards with the various lines they have learned throughout the year and place them in a small container on the tray. Have the child choose a line card and use their finger to “write” the line on the bag. Have the names of the lines written on each card and help the child identify each line as they are “writing” it. For those children who may be ready, have a card with the first letter of their name and have them “write” it on the sprinkle bag.

PREREADING:

- **The Very Hungry Caterpillar**—Read the story *The Very Hungry Caterpillar*. Use a sock to make a puppet and large pieces of felt to make the food listed in the book with a hole in each one so it can be put on the puppet. The child can wear the sock puppet and place each item on the caterpillar with help or the teacher can wear the sock puppet and the child can place the food on it. As the teacher reads the story, the items are placed on the caterpillar. [The Very Hungry Caterpillar Puppet](#).
- **Fruit and Veggie Match**—Have picture cards of fruits and veggies along with plastic fruits and veggies. Have the name of each on the card. Help the child to match a plastic fruit or veggie to the matching card. Talk with the child about the fruit or veggie using descriptive words. Example: “Let’s find the green broccoli,” or “Can you find the long orange carrot?”
- **Grocery Shopping Environmental Print**—Have families bring in empty boxes or containers of their child’s favorite foods. Place the boxes and containers on a shelf and have a few play grocery baskets near the shelf. To help remember whose favorite food is whose, write the child’s name on the containers. Talk with the children about the names of the food on the containers. Share whose favorite food it is or for older children ask whose favorite food it is. Give the children time to go grocery shopping and then talk with them about the food they choose to put in their basket. See if they can tell you what the food is.
- **Make a Yummy Snack**—Yogurt parfait: provide small cups and spoons. Have bowls with the ingredients such as plain or vanilla yogurt, strawberries, blueberries, bananas, and cheerios. At each ingredient bowl, provide instructions on cooking cards as to how many scoops of yogurt/cheerios or how many berries/bananas they can put in their cup. Show a picture on the card about how to slice a strawberry and peel and slice a banana. Cards can be made using 5x8 cards, pictures, markers, and then laminate. At the strawberry bowl, have a small cutting board and a child-safe knife to cut with. At the banana bowl, have bananas cut into two or three pieces. Have the children choose a piece of banana and peel it, then use the cutting board and child-safe knife to cut it into pieces. At each station, the child can place the appropriate ingredient into their cup. [Toddler-safe cooking tools](#).

VOCABULARY:

- **What's for Lunch?**—Items needed: plastic plate, fork, spoon, and cup as well as plastic foods to choose from and food containers. Have children help set the table and then choose foods to place on the plate and a juice or milk to pretend to eat. Talk with the children about getting ready for lunch. Use the correct names for each item and have the children help add food to the plate or pretend to pour juice or milk into the cup. Then they can pretend to eat lunch. Possible resource: [Plastic Food](#) or cut out pictures of meals and other foods and then laminate.
- **Infant/Toddler Photo Library Lakeshore**—Use these cards or create your own to help build the children's vocabulary. Show a few pictures at a time and talk about what they are. Example: "Look, this is a picture of an apple, it's red and yummy." For older children, let them choose a picture from the two or three the teacher has laid out on the table or floor. Help them name the item in the picture or describe what is seen in the picture.



COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **Scented Playdough**—[Apple scented playdough](#), playdough tools, [vegetable and fruit cookie cutters](#).
- **Fruit and Vegetable Shapes**—Cut out fruit and vegetable shapes and have the children use stamp dots, paint dots, fingerprints, or stickers to decorate each fruit or vegetable shape.
- **Healthy Plate Collage**—Provide paper plates, have pictures of healthy food items, and glue. Have children choose the healthy food pictures they like and glue them onto their paper plates.

MATH:

- **Measurement (Heavy and Light)**—Compare different objects or toys. What things are heavy? Are your muscles strong enough to pick up the table?
- **Measurement (Near and Far: Distance)**—How many steps does it take to walk to the door, to the slide, etc. Which one is farther away?
- **Sorting**—Let's put the blocks in the box and the trucks in the basket.

SCIENCE:

- **Exploring Vegetables**—Get some vegetables that are not commonly used for snack or hot lunch like eggplant, corn on the cob, and a small head of cabbage. Have fun choosing some things you would like to explore with the children. On a tray put the vegetables, tweezers, magnifying glasses, and a kid's microscope if you have one. Safely up high, set aside a cutting board and child-safe knife. Ask the children questions like, "What does it smell like? What color is it? What does it feel like? Sticky, smooth, hard...? What would it taste like—would it be crunchy or soft to eat?" Let them taste if you can give them each



a small piece without cooking. They would be using all five senses. You could help them write their findings down. Use the cutting board if they want to see the inside of the vegetable.

- **What's the Difference?**—Use a clementine, an orange, and a grapefruit. Have enough for the children to look at and talk with you about the differences in shape, sizes, textures, and colors. When you are done observing the outside, peel one of each and let them see the insides of each and talk about the differences. Then let the children taste them and compare. Making a chart showing which one the children liked the best. Talk about how God made these fruits to give us Vitamin C and fiber etc. to keep us healthy.
- **Washing Fruits and Vegetables**—With the help of the teacher, the children can “wash” the fruits and vegetables for snack time. Items needed: plastic bin, water, and vegetable scrubbers.

SOCIAL STUDIES:

- **Dramatic Play**—Set up a grocery store for children to shop for healthy foods. Items needed: empty food boxes, cans, plastic fruits and vegetables, cash register, play money, grocery bags, shopping basket, etc. Book: [*At the Supermarket*, by Anne Rockwell](#).
- **Visitor**—Invite a nutritionist or chef to the classroom to share about picking healthy foods to eat and make a fun, healthy snack with the children to eat.
- **The Farmer**—Discuss with the children where their healthy food comes from. Books: From the Garden: [*A Counting Book About Growing Food*, by Michael Dahl](#); [*Apple Farmer Annie*, by Monica Wellington](#); and [*Farming*, by Gail Gibbons](#).



ASSESS

Record developmental milestones.



CELEBRATE

To show what healthy foods the child is interested in, place their healthy plate food collage in their portfolio.



MATERIALS

- Painter's tape
- Different colors of masking tape
- Muffin tin, counting bears, child-safe scissors
- Few different pieces of fruits or vegetables with small seeds on a tray, tweezers
- Draw or print out a tree, tape
- Pumpkin, squash, or cantaloupe, scoop, resealable bag, or bin
- Empty spice bottles
- Playdough, playdough scissors, a rolling pin, cookie cutters
- Small broom and dustpan
- Plastic bin, clear cups, a small pitcher, washcloth
- Bananas (cut in half with the peeling on) and strawberries
- Yogurt in a bowl with a large spoon, small cutting board, plastic knives or other child-safe cutting tool, a bowl of rice crispy cereal, and child-sized plastic bowls and spoons
- Pictures of faces with different emotions
- Large tray, rice or fine sand, paintbrushes in various widths, line and shape cards
- Large red plastic cups
- Old T-shirt pieces
- Book: *Kindness Counts*, by R.A. Strong
- Empty food boxes, empty food containers, pretend fruits and vegetables, grocery bags
- Grocery basket and a plastic apple
- Several stuffed animals or plastic animals
- Velcro, ping-pong balls
- Different colors of paper, colored stickers
- Paper plate, clothespins, marker
- Resealable bag, decorating sprinkles in the bag, line cards
- Book: *The Very Hungry Caterpillar*, by Eric Carle
- Sock, colorful felt
- Picture cards of fruits and veggies along with plastic fruits and veggies
- Small cups and spoon, bowls, plain or vanilla yogurt, strawberries, blueberries, bananas, and cheerios; provide instructions on cooking cards
- Plastic plate, fork, spoon, and cup, plastic foods to choose from, and food containers
- Infant/Toddler PhotoLibrary Lakeshore
- Apple scented playdough, playdough tools, vegetable and fruit cookie cutters
- Fruit and vegetable shapes, stamp dots, paint dots, fingerprints, or stickers
- Pictures of healthy food items, and glue
- Tray, a variety of vegetables, tweezers, magnifying glasses
- Cutting board and child-safe knife
- Clementine, orange, and a grapefruit
- Plastic bin, water, vegetable scrubbers
- Empty food boxes, cans, plastic fruits and vegetables, cash register, play money, grocery bags, shopping basket, etc.
- Books: *At the Supermarket*, by Anne Rockwell; *From the Garden: A Counting Book About Growing Food*, by Michael Dahl; *Apple Farmer Annie*, by Monica Wellington; *Farming*, by Gail Gibbons



UNIT 12

Celebrate

Weeks 45–48

Memory Verses:

“Rejoice and be glad in it.”

Psalm 118:24

“The heavens proclaim the glory of God.”

Psalm 19:1



BIG IDEA

Jesus loves to celebrate with us and wants us to be in Heaven with Him someday.



ENGAGE

MUSIC/MOVEMENT:

- [Heaven Is a Wonderful Place](#)
- [Picnic in Heaven, by Heritage Singers](#)
- [Walking On Heaven's Road](#)
- [Lift Up the Trumpet](#)
- [Heaven Is For Kids by Heritage Singers](#)
- [I Will Wear a Crown](#)

BIBLE STORIES:

Jesus' Second Coming

Week 1

I love taking trips. Some trips are far away, and others are close by. Exploring new places, experiencing different cultures, and creating lasting memories are some of my favorite things to do. Every time I plan a trip, I carefully pack my suitcase with essentials like clothes and everything I might need on my journey. But there is a trip I simply can't wait to take. I won't need to pack my suitcase; all I will take is myself. That trip is to a place far away from earth; the place is called Heaven. The anticipation of such a trip fills my heart with excitement and wonder.

Week 2

To get there, we need a special escort—Jesus, our friend. He will come back to this earth and ask us to come with Him on this trip to His special home. We will travel up, up, up into the sky with Jesus. Our eyes will be filled with breathtaking sights as we draw closer to our destination.

Heaven is a beautiful place that God and Jesus have prepared for us to live with them forever. There will be streets of gold and gates made from precious stones; great big stones like red rubies and green emeralds sparkling in the heavenly light. There will be big mansions for us to live in. Mansion is another word for a house, but bigger than we can imagine.

Week 3

There will be lots of animals in Heaven for us to play with. Here on earth, we see animals when we go to the zoo, and they are in special sections to keep us safe. But in Heaven we will get to play with the animals, and they won't hurt us. We can swing with the monkeys and run with the cheetah; fly with the eagle and swim with the dolphins.



Would you like to go? Someday, Jesus will come back to take us to this beautiful place. We won't have to pack a suitcase, but we must prepare to go in a different way. To prepare for our trip to Heaven, we must prepare our hearts and give our lives to Jesus. Jesus wants us to tell as many people as possible about this beautiful trip. When Jesus returns, we will travel in a big cloud, and many angels will be with Him. Heaven is a lovely place, and I want to go there. How about you?

Week 4

Review the story using props.

Questions to ask:

- 1) When you go on a trip, what do you pack in your suitcase?
- 2) What do you want to do when you get to Heaven?
- 3) What will you do when you see Jesus?

LET'S READ TOGETHER:

- ***Indestructibles: Baby, See the Colors!*** by Ekaterina Trukhan
- ***My Very First Book of Colors***, by Eric Carle
- ***What's Your Favorite Color?*** by Eric Carle
- ***Just in Case You Ever Wonder***, board book by Max Lucado
- ***Little Joy***, by Nadine Brun-Cosme
- ***The Joyful Book***, by Todd Parr
- ***Baby Touch and Feel: Happy Birthday!*** by DK
- ***Who Sang the First Song?*** by Ellie Holcomb
- ***Hooray! It's Your Birthday!*** by Brick Puffinton
- ***Look & Learn: Let's Make Music***, National Geographic Kids



APPLY IT

ACTIVE PLAY:

- **Let's Make a Rainbow** (colored scarves)
 - Let's wave our scarves high!
 - Let's wave our scarves low!
 - Let's wave our scarves fast!
 - Let's wave our scarves slow!
 - Now let's crumple up our scarves.
 - One, two, three!
 - Throw scarves in the air to make a rainbow!

- **Heaven Is a Happy Place**—Sung to [“Sabbath Is A Happy Day”](#) while children play noise-maker instruments and wear crowns.

Heaven is a happy place
 Happy place, happy place
 Heaven is a happy place
 I will live with Jesus

- **All the Dogs Bow Wow** (*show pictures of animals and of Heaven*)

All the dogs bow wow
 And the cats meow
 And the roosters cockadoodledoo
 All the hens cluck cluck
 And the ducks quack quack
 And the cows moo moo
 And the sheep baa baa
 And the turkeys gobble gobble gobble
 There'll be lions there
 And a big brown bear
 And I'm sure there'll be a tall giraffe.
 There'll be kangaroos
 Little bunnies too
 Big gray elephants
 Little monkeys too
 And we'll all be happy up in Heaven

RHYMING:

- **The Best Color Poems for Children** ([link](#))
- **Rainbow Fingerplay** ([Gracelink](#))

I see a rainbow in the sky
(sweep hand overhead in half circle)
 Each time the sun shines through the rain
(hold hands in a big circle, then make fingertips fall as if rain)
 It tells God's promise not to send
(point index finger to Heaven)
 A flood on all the earth again.
(stretch arms open wide for the earth)
 —Ethel Grace Stones





ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the child. Sensory play enhances the overall development of a child's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **Ball Toss**—Gather plastic balls or lightweight soft toys and a laundry basket. Have children toss the toys into the basket. Adjust distance as needed. Add a challenge such as standing on one foot. Turn around once before tossing the object. Take three steps backward and then toss, etc. *Notice how accurately and far the children are able to toss the ball into the laundry basket at different distances and do the challenges compared to earlier in the year (Unit 2).
- **Follow the Leader (Copycats)**—Have children watch the teacher and do what they are doing. Move like different animals, for example, a bird, a snake, a frog. Do simple jumps, hops, skips, big steps, little steps, etc. Move fast/slow, high/low. You can move in a straight line, or you can loop round all over the place. Give the children a turn to be the leader. *Notice how well they are able to do the various movements compared to earlier in the year (Unit 7).
- **Toy Weave**—Line up several toys about 18 to 24 inches apart. Have the children walk the length, weaving between them. Add an extra challenge by adding painter's tape lines to step over. Add an "X" to jump on, a square to stand in, turn all the way around, or stand on one foot. Challenge the children to hop, walk backwards, walk fast, etc. *Notice how well they are able to follow the course and do the actions compared to earlier in the year (Unit 4).

FINE MOTOR:

- **Crown**—Make paper crowns with the children. Let them decorate the crowns with "jewels" and color them. Celebrate them and tell them Jesus made each one of them special. There isn't anyone else like them! [Free crown template](#).
- **Threading Buttons**—Provide [large buttons](#), chenille stems, and playdough. Give children playdough, buttons, and chenille stems on a tray. They can thread the buttons onto a chenille stem and make shapes by sticking them into the playdough. *Notice how the child's fine motor skills have developed compared to earlier in the year (Unit 3).

SENSORY DEVELOPMENT:

- **Pipe Cleaner Fishing Game**—Use a plastic bottle and pipe cleaners. Make a fish shape and put it in the bottle. Make a hook with another pipe cleaner and let the children fish. To make it easier for the younger twos, you can put the “fish” in shallow bowls to fish from, and as they get better at fishing, put them in the jar for more of a challenge. This is both sensory and fine motor skills, along with hand-eye coordination.
- **Ice Cubes**—Fill a bin with ice cubes, set a cup of water in the middle of the bin, and give the children watercolor trays and paintbrushes. Then let them paint the ice cubes. This can be done in all seasons/weather.
- **Twinkle Lights**—Using a cardboard box, poke Christmas lights through holes and hang paper party balls from the edge of the box. Making a “cave,” let the children have reading time in the box, or look at books during quiet time/rest time. Coloring time is also an activity that would be fun. Or let them decorate the box with crayons/markers and stickers.

SELF-HELP:

- **Self-Serve Snack**—Provide the opportunity for children to serve themselves a snack from the table. Example: scooping crackers with a spoon to their cup or pouring juice from a pitcher to a cup. *Notice the independence of the children to serve their own snack compared to earlier in the year (Unit 1).
- **Set Up and Clean Up for Lunch**—Provide cloth place mats for the children to set out at the spot at the table where they want to sit or assign spots. Have the child place the place mat on the table and then get their lunch box and set it on the spot. If your program provides meals, then have the child place the plate, fork/spoon, and cup on the place mat. When lunch is over, they can clean up their spot by putting any trash away, placing their lunch box back in their cubby, and placing the place mat in a laundry basket. If using dishes, they can place the dirty dishes in a bin. *Notice how the children’s independence has developed and how well they are remembering how to set the table and clean up (Unit 8).
- **Washing Hands**—Provide a soap dispenser that is easy for the children to use and make sure they can reach the sink using a step stool if needed. Teach them when they need to wash their hands throughout the day: before eating, after diaper changing or using the potty, after they blow their nose, etc. After they have washed their hands, teach them to use a paper towel to turn off the water and then dry their hands. *Notice how the children’s independence to wash their hands has developed from earlier in the year (Unit 2).



SOCIAL & EMOTIONAL

SELF-AWARENESS

- **Blow the Balloon**—When children have feelings they are not sure how to deal with, teach them to pause and take deep breaths like they are blowing up a balloon. They will take deep breaths and then let out the air. To teach them this concept, use this fun song, [“Blow the Balloon,”](#) by Ella Jenkins. *Notice how well children remember to use the technique to calm themselves when they feel frustrated or feel anxious.

- **Personal Boundaries**—Read the book *Don't Hug Doug: (He Doesn't Like It)*, by Carrie Finison. Use this book to start discussions with children about their personal boundaries and respecting other's personal boundaries. *Notice the children's understanding of personal boundaries and how much it has developed from earlier in the year (Unit 6).
- **What Comes Next?**—Provide a chart on the wall at the child's level that shows the daily class schedule in pictures. This way they can go look at the chart to see what the next activity or transition will be. *Notice how well the children have become at going to the daily class schedule to see what comes next in their day compared to earlier in the year (Unit 8).

SELF-CONTROL

- **Move Around the Circle**—Using painter's tape, make a large circle on the floor. The objective of the game is to follow the directions and listen to what they are being told to do, which will keep changing. How to play: One child or the teacher will call out movements to the players who follow the directions and move around the circle doing the movement. Movements can include: run fast, crawl, move slow, walk backward, jump, stop, hop like a frog, flap arms, etc. Add music for the children to move around the circle to or play the song "*Walk Around the Circle*," by Hap Palmer. *Notice how well the children can make each of the animal moves and listen carefully for the directions for the next animal movement compared to earlier in the year (Unit 5).
- **Scavenger Hunt**—Children will need to focus on looking for a matching picture and then bring the pictures back to the teacher. Provide pictures of hands, feet, eyes, nose, mouth, ears, face, etc. Place the matching pictures around the room. Have children choose a picture from the stack and then go around the room to find the matching one. Once they have found the match, have them bring both pictures to the teacher. *Notice how well the children are able to find the matching pictures compared to earlier in the year (Unit 1). Challenge the children by adding new pictures to the treasure hunt.
- **Color Land**—Laminate various colors of construction paper or use spot markers. Create several paths that have one start and one ending. Using a paper plate, create a spinner with the different colors in sections and a spinner in the middle (use a piece of cardstock to make an arrow and pin it through the middle with a round head fastener). Use cones for the large game pieces. Have the children take turns spinning the spinner and when it lands on a color, they move their game piece to the color on the path they have chosen. Once they get to the end, they wait for everyone to finish and then they can play again. Children will learn to wait their turn, the names of colors, to focus, and to problem solve. *Notice how well the children's skills have developed from earlier in the year (Unit 5).

INTERPERSONAL RELATIONSHIPS

- **Cooperation Island**—Begin with three hula hoops, islands, on the floor, or if you have a larger class, add more hula hoops. Play music and have the children walk around all the hula hoops. When the music stops, they have to all get into a hula hoop island. The children will have to work as a team to make room and encourage their friends to climb in with them. They also will need to help their friends stay in the ring, because it will be crowded on the island. After a few songs, remove a hula hoop island and have them walk around again to music. See how well they work together to fit into fewer islands. Continue until there is one island left. Cheer on the children on their teamwork, sharing, and

sitting out when they did not fit. *Notice how the children have developed their cooperation skills, teamwork, sharing, and following the rules of the game from the beginning of the year (Unit 6).

- **Floor Puzzle**—Provide several floor puzzles with large pieces for the children to choose from. Have the children work together to put a puzzle together. *Notice how well the children have developed their problem-solving and teamwork skills from the beginning of the year (Unit 3).
- **Manners**—Read the book [Manners Time](#), by Elizabeth Verdick. Discuss with the children what manners look like and how they can practice using good manners naturally as they go throughout the day. Some examples of good manners to introduce:
 - Ask, Don't Take—Talk with children about how to ask before they take something by using words like “May I?” or “Can I?”
 - Say Please and Thank You—These words do not come naturally but remind them how important it is to say them to let others know they respect them. It shows their kindness for others.
 - Share—Be kind to others by giving them a turn.
 - Be Helpful—Help others even when they do not ask for help.
 - Say Excuse Me—This communicates to others you are aware of them and want to be respectful.
 - Cover Your Mouth—This helps to not spread germs.
 - For More Ideas See—[20 Good Manners to Teach Your Children](#).

“Manners are a sensitive awareness of the feelings of others.” Emily Post

*Notice how well the children have used their manners and remembered on their own to use good manners compared to earlier in the year (Unit 8).



LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Vocabulary**—Introduce vocabulary during conversation, songs, games, and stories.
- **The Party Basket**—Have a basket with various plastic foods, dishes, and party decor. The teacher can give directions, such as “Can you find the birthday cake?” The teacher can give the children time to find it and also help them by pointing the cake out and having them bring it to them. Give the children time to explore and look for the item in the basket. The basket can be left out for the children to explore for dramatic play.
- **[The Night Before My Birthday](#), by Natasha Wing**—While reading the story to a child, have them take a moment to look at the pictures from the story you are showing and think in their minds about what they are seeing.

Questions to ask:

- What do you see in this picture?
- Let's count the....
- Do you see any shapes?
- Do you see any groups?

- What is the smallest, largest etc. thing in the picture?
- How many _____ do you see?
- What do you see in the (side, middle, bottom, top) of the picture?
- Ask any questions that would help the child learn more vocabulary to help describe what they see in the pictures of the story.
- **Using Your Manners**—Have various items from the party basket on the table or floor. Model using manners when sharing the objects. Example: Ask the child to pass the piece of cake by using manners. “Joe, please pass me the cake. Thank you, Joe.” Have the child say or sign, “You’re welcome.” Next, have the child ask for an item using their manners. Practice using: please, thank you, you’re welcome, and excuse me.

LISTENING/RECEPTIVE:

- **Stop and Go Listening Game**—Play music and have the children practice listening by stopping when the music stops and moving when the music is playing. Give the children time to stop and go. Possible Resources: [“Stop and Go by,” Ella Jenkins](#); and [“The Stop Song,”](#) by Debbie Doo.
- **Let’s Sort**—Have baskets or bowls with the colors that have been introduced in them. Use colored paper or fabric. Have items in the various colors and have the children sort them into the various containers. Say, “Can you find the yellow flower and put it in the yellow bowl?”
- **Grab Bag of Sounds**—Have a small bag with various animals and vehicles that the children have been introduced to. Have the child put their hand in the bag and give the sound of what they pull out and give its name. For an added challenge, have them sort the items by the first letter sound they start with. For example: car/cow, marker/mouse, etc.
- **Beanbag Toss Color Game**—Have two sets of beanbags in the primary and secondary colors in a basket. Put two lines on the floor with painter’s tape for them to stand at and baskets/buckets a few feet away for them to toss the beanbags into. Tell the children to find the green beanbag and toss it into their basket. Next say, “Find the blue and yellow beanbags and toss them into the basket.” If they are ready, say three different colors and see if they can follow the directions. Speed up the instructions to make it seem like a race for fun.

PREWRITING

- **Pound the Playdough**—Give each child a ball of playdough on a tray along with their name card. Have the child flatten out the playdough and then show them how to press the stamper into the playdough. Have them find the letters that match the letters in their name and have them stamp them into the playdough in the correct order. Have the children stand at a low table so they can use their body weight if needed. Possible Resource: [Easy Grip Dough Rollers Lakeshore](#), [Letter Stampers](#) upper case, and [Letter Stampers](#) lower case.
- **Decorate the Cake**—Use white poster board to cut up in various sized ovals or rectangles; then stack and tape them to a wall. Give the children markers that they can use to color lines on the cake. Have circle stickers in various colors that they can stick onto the cake as well. The [round stickers](#) can be found in an office supply store.



- **Peg the Line**—Use pegs on a peg board to make lines. Talk with the children about the lines they are making. Possible Resource: [My First Pegs](#).
- **Confetti Pick-Up**—Cut pieces of colored yarn and place on a tray. Have children use a lint roller to pick up the colored yarn pieces and then use their pincer grasp to pull the pieces of yarn off the lint roller and place in a bowl.

PREREADING:

- **Reading Cards**—Create a set of ten read-along cards using 5x8 index cards without lines. Find or take pictures of the children that are related to the theme, such as children at a birthday party, at a wedding, children participating in activities at a birthday party or wedding, etc. Print out the picture and then write or print out a description of what is happening in the pictures. Glue the picture and description onto a 5x8 card (or larger). Example: Create a read-along card with a picture of a child eating birthday cake or walking down the aisle as the flower girl or ring bearer in a wedding. Describe what you see in writing on the card or type out. Laminate the cards so they will last longer. When showing the card to the child, point out what is happening and other details, such as “Look at the child blowing out the candles on the birthday cake.” More cards can be added to the set during the month.
- **Class Book**—Have parents bring in a picture of their child at a party, eating cake or participating in an activity. Use the pictures to create a class book. As the teacher reads the book to the children, describe what is happening in the picture, give names of items and people if possible. If children are able, let them share about their experience at the celebration.
- **Retell a Fairytale on the Light Table**—Choose a fairytale the children are familiar with. Create the characters and other possible props using [clear overhead transparency sheets](#), trace the characters and other items from the story or draw them yourself with permanent markers in black and colors. Cut them out so the children can move them around the light table to tell the story. [DIY Light Box](#), [Storytelling on the Light Table](#). For added fun, provide [plastic alphabet letters](#).
- **Post-It Note Names**—Using small Post-It notes, write the letters of the child’s name on a stack of them. On a piece of butcher paper, write their names in large letters and tape it to the wall. Have the child go through the stack of Post-It notes and place each letter on the correct letter on the wall. Help them say the name of each letter in their name along with the sound. This will help them become familiar with letters and their sounds. [Post-It Names](#).

VOCABULARY:

- **Infant/Toddler Photo Library Lakeshore**—Use these cards or create your own to help build the children’s vocabulary. Show a few pictures at a time and talk about what it is. Example: “Look, this is a picture of an apple; it’s red and yummy.” For older children, let them choose a picture from the two or three the teacher has laid out on the table or floor. Help them name the item in the picture or describe what is seen in the picture.
- **Naming Colors**—Have objects in the primary colors (red, yellow, blue) and secondary colors (orange, purple, green) along with a laminated sheet of paper in each color. Pick an object and give the color and then the name of the object. Example: “Red, the apple is red.” Then place the item on the matching color of laminated paper.





COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **Painting with Circles**—Items needed: easel paper or large white construction paper, tempera paint in various colors, cups and bottle caps in different sizes, paper plate or plastic tray. Place several squirts of paint on the tray and mix around, but not mixing the colors. Use the various circle items to dip into the paint and then stamp it on the paper. Repeat the process with different sized cups and colors of paint. The circles can overlap, touch, or have space between them.
- **Picture Prints**—Items needed: plastic, painter's tape, tempera paint, paintbrushes, paint cups, painting aprons, and paper. Place a piece of plastic on the table and tape all around it. Have the children paint on the plastic, and when they are done, have them press a piece of paper on their painting to make a print.
- **Spray Painting**—Items needed: easel paper, small spray bottles, and watercolors. Hang the paper on a fence outside and have the children choose a spray bottle with water color and spray it on the paper. Have them continue to do this with as many colors as they would like.

MATH:

- **Ball Pattern**—Items needed: large muffin pan, plastic balls in various colors, poster board cut in 1/2, and large round stickers in various colors. Create pattern cards on the poster board with large round stickers in the primary colors. Place the pattern card in front of the muffin tin and the basket of balls next to the child. Have the child follow the pattern and place the colorful plastic balls in the muffin tin according to the pattern on the card. *Notice how well the children complete each pattern compared to earlier in the year (Unit 8).
- **Shape Pizza**—Purchase the game and have the children follow the directions to create their shape pizza.
- **Five Frame Counting**—Items needed: painter's tape, items to count, and a deck of playing cards, using cards up to number 5 in each set. On the floor tape out a five frame. Place the items to count in a basket and the playing cards in a stack next to the basket. Have the child take a card from the deck and count how many designs they see. Then take the many items out of the basket and place one item in each square of the five frame, counting as they go. Once they have mastered the five frame, add another section of the five frame to make it a ten frame and add in cards up to ten in the deck. *Notice how well the children are able to count out the number of items on the card and then place the same amount in the five frame from earlier in the year (Unit 7).

SCIENCE:

- **Dancing Beads**—Use a clear container and fill it with water. Have children help put in some beads. Ask them first to predict if they think they will sink or float? Then depending on your children's ability to follow directions, either you or a child, using tweezers, will add an antacid to the container.



- **Nature Ribbons**—Take white paper outside with crayons and make nature rubbings. Use the paper against the tree for bark rubbing; find leaves, twigs, and even rough rocks.
- **Plant Stamping**—Extended from nature rubbings. Collect some leaves from outside. Paint one side of the leaf and stamp the leaf on your paper. You can also use small flowers if you find them. Both of these can be done in summer or fall with green leaves or leaves turning colors.

SOCIAL STUDIES:

- **Celebrate Children's Day**—Children's Day is the last holiday celebrated during "Golden Week," a week in Japan during which citizens celebrate four national holidays. Until 1948, Children's Day was called Tango no Sekku, or Boys' Day. On this day, citizens celebrated the strength and courage of boys. Even though the holiday recognizes both boys and girls, some of the traditions of Boys' Day are still included in Children's Day festivities. By the way, girls still have their own holiday on March 3, called Hinamatsuri (Doll's Day).

People eat Kashiwa Mochi, which is a rice cake stuffed with red bean paste. The mochi is wrapped in oak leaves to symbolize good fortune and prosperity.

Mochi is hard to come by, so if you want a substitute, you can try kakimochi. Kakimochi is basically rice crackers. Usually you can find rice crackers at your local grocery store. Sometimes it's part of a trail mix. Fried rice is also another yummy food to serve.

Introduce some fun words in Japanese for the children to learn. Do a fun craft, cherry blossoms are a common flower. Items needed: Paper, brown, pink and white tempera paint, cotton balls, clothespins, paintbrushes. Have the children paint a branch on their paper and then use the cotton balls on clothespins to dip on the pink and white paint and dab them around the branches to create cherry blossoms.

The Tiny Traveler: Japan: A Book of Nature, by Misti Kenison.



ASSESS

Record developmental milestones.



CELEBRATE

Take pictures of the Children's Day celebration and put a picture in the child's portfolio. Include any comments the child dictated to the teacher about their experience.



MATERIALS

- Plastic balls or lightweight soft toys and a laundry basket
- Painter's tape
- [Free Paper crown template](#)
- Large plastic jewels or stickers
- Glue
- Tennis balls, plastic bin, beans, spoons
- [Large buttons](#), chenille stems, and playdough
- Plastic bottles
- Ice cube trays, watercolors
- Place mats, laundry basket
- Soap dispenser
- Book: [Don't Hug Doug: \(He Doesn't Like It\)](#), by Carrie Finison
- Chart, daily class schedule pictures
- Matching pictures of body parts and other items around the room
- Various colors of construction paper or use spot markers, [cones](#), [round head fastener](#), paper plate
- Hula hoops
- Large floor puzzles
- Book: *Manners Time*, by Elizabeth Verdick
- Basket with various plastic foods, dishes, and party décor
- Book: [The Night Before My Birthday](#), by Natasha Wing
- Baskets or bowls in the primary and secondary colors, colored paper or fabric, items in the various colors
- Small bag, various animals and vehicles
- Beanbags in the primary and secondary colors, baskets
- Playdough, [Easy Grip Dough Rollers](#), [Lakeshore](#), [Letter Stampers](#) upper case, [Letter Stampers](#) lower case
- White poster board, markers, dot stickers in various colors
- Colored yarn, tray, lint roller
- 5x8 index cards without lines, pictures or take pictures of the children that are related to the theme such as children at a birthday party, at a wedding, children participating in activities at a birthday party or wedding, etc.
- Clear contact paper
- Have parents bring in a picture of their child at a party, eating cake or participating in an activity
- Clear overhead transparency sheets, sharpie marker
- [DIY Light Box](#), [Storytelling on the Light Table](#)
- Small Post-It notes, butcher paper, marker
- [Infant/Toddler Photo Library Lakeshore](#)
- Easel paper or large white construction paper, tempera paint in various colors, cups and bottle caps in different sizes, paper plate, or plastic tray
- Plastic, painter's tape, tempera paint, paintbrushes, paint cups, painting aprons, paper
- Easel paper, small spray bottles, watercolors
- Large muffin pan, plastic balls in various colors, poster board cut in half, large round stickers in various colors
- [Shape Pizza](#)
- Painter's tape, items to count, deck of playing cards
- Clear container, large beads, tweezers, antacid
- White paper outside, crayons
- Collect some leaves from outside, tempera paint,
- Book: [The Tiny Traveler: Japan: A Book of Nature](#), by Misti Kenison
- White paper, brown, pink, white tempera paint, clothespins, cotton balls, paper plates



APPENDIXES

LESSON PLAN – WEEKS 1 AND 2

WEEK 1

Month: August

Engage	Music		Bible Story		Books					
	God Made Me My Body Strong A Little Prayer Jesus Loves Me		God Created Adam and Eve		1,2,3 God Made Me! God Made You Nose to Toes					
Apply It	Active Play			Rhyming						
	Who Am I?			God made you, God made me.						
Physical Development	Gross Motor		Fine Motor		Sensory					
	Body awareness		Puffed Cereal		Sensory Bag					
Cognitive Development	Creative Expression		Math		Science		Social Studies			
	Paint - Hands		Counting		Outdoors		Faces			
Language/ Communication	Spoken/ Expressive		Listening/ Receptive		Pre-writing		Pre-reading		Vocabulary	
	Sign language Conversation		Listening Game		Grasping		Books		Conversation	

WEEK 2

Engage	Music		Bible Story		Books					
	God Made Me My Body Strong A Little Prayer Jesus Loves Me		God Created Adam and Eve		God Made Us Ten Little Fingers and Ten Little Toes					
Apply It	Active Play			Rhyming						
	Who Am I?			God made you, God made me. Here are my eyes.						
Physical Development	Gross Motor		Fine Motor		Sensory					
	Tissue Paper Kick		Wiffle Ball		Icy Bottle					
Cognitive Development	Creative Expression		Math		Science		Social Studies			
	Paint - Feet		Counting		Animals		Faces			
Language/ Communication	Spoken/ Expressive		Listening/ Receptive		Pre-writing		Pre-reading		Vocabulary	
	Sign language Conversation		Name		Grasping		Picture Match		First Language Sounds	

LESSON PLAN – WEEKS 3 AND 4

WEEK 3

Engage	Music		Bible Story		Books					
	Jesus Loves Me Head, Shoulders, knees, and Toes Two Little Eyes		God Created Adam and Eve		My First Book About Me					
Apply It	Active Play			Rhyming						
	Who is this?			God made you, God made me. Here are my eyes. I Clap My Hands						
Physical Development	Gross Motor		Fine Motor		Sensory					
	Tummy Time		Grabbing baskets		Twinkle Lights					
Cognitive Development	Creative Expression		Math		Science		Social Studies			
	Music		Spatial		Water Play		Faces			
Language/ Communication	Spoken/ Expressive		Listening/ Receptive		Pre-writing		Pre-reading		Vocabulary	
	Sign language Conversation		Listening Game		Ribbon pull		Books		Stuffed Animals	

WEEK 4

Engage	Music		Bible Story		Books					
	Jesus Loves Me Head, Shoulders, knees, and Toes Two Little Eyes		God Created Adam and Eve		Baby Loves the Five Senses Series Tummy Time!					
Apply It	Active Play			Rhyming						
	Who is this?			God made you, God made me. Here are my eyes. I Clap My Hands						
Physical Development	Gross Motor		Fine Motor		Sensory					
	Soft Spaces		Washing		Shaker Bottle					
Cognitive Development	Creative Expression		Math		Science		Social Studies			
	Cereal Painting		Spatial		Discovery bottle		Faces			
Language/ Communication	Spoken/ Expressive		Listening/ Receptive		Pre-writing		Pre-reading		Vocabulary	
	Sign language Conversation		Sounds		Ribbon pull		Picture Match		Conversation	

SOCIAL EMOTIONAL			
Self-Awareness	Self-Control	Interpersonal Relationships	
Hold the mirror so the child can see himself/herself. Use the child's name as you tell them that God made their nose, eyes, mouth, etc. and point to their features. "God made you!" "God loves you!" When the child is in a happy mood, clap their hands together, narrating what you're doing. " I have hands that clap, clap, clap. They were made by Jesus". Eventually the babies will be able to get your attention by making this sound by themselves.	Talk about emotions to the infants in your care... [Child's name] _____ feeling happy; _____ feeling sad; _____ feeling angry Soothe and help them self-soothe...	Play Peek-a-Boo with hands or a scarf. Get close to the infant's face and try imitating their facial expressions and gestures. The goal is for the infant to imitate you. Talk about how God made your smile. God made your tongue...	
ASSESSMENT			
Week 1	Week 2	Week 3	Week 4
CELEBRATE			
At the end of this unit, celebrate by taking a picture of each baby. Create a portfolio that will include each month's celebration activity.			

LESSON PLAN – WEEKS 1 AND 2

WEEK 1

Month: _____

Engage	Music		Bible Story		Books	
Apply It	Active Play			Rhyming		
Physical Development	Gross Motor		Fine Motor		Sensory	
Cognitive Development	Creative Expression	Math		Science		Social Studies
Language/ Communication	Spoken/ Expressive	Listening/ Receptive	Pre-writing	Pre-reading	Vocabulary	

WEEK 2

Engage	Music		Bible Story		Books	
Apply It	Active Play			Rhyming		
Physical Development	Gross Motor		Fine Motor		Sensory	
Cognitive Development	Creative Expression	Math		Science		Social Studies
Language/ Communication	Spoken/ Expressive	Listening/ Receptive	Pre-writing	Pre-reading	Vocabulary	

LESSON PLAN – WEEKS 3 AND 4

WEEK 3

Engage	Music		Bible Story		Books				
Apply It	Active Play			Rhyming					
Physical Development	Gross Motor		Fine Motor		Sensory				
Cognitive Development	Creative Expression		Math		Science		Social Studies		
Language/ Communication	Spoken/ Expressive	Listening/ Receptive		Pre-writing		Pre-reading		Vocabulary	

WEEK 4

Engage	Music		Bible Story		Books				
Apply It	Active Play			Rhyming					
Physical Development	Gross Motor		Fine Motor		Sensory				
Cognitive Development	Creative Expression		Math		Science		Social Studies		
Language/ Communication	Spoken/ Expressive	Listening/ Receptive		Pre-writing		Pre-reading		Vocabulary	

24-36 MONTHS DEVELOPMENTAL MILESTONES

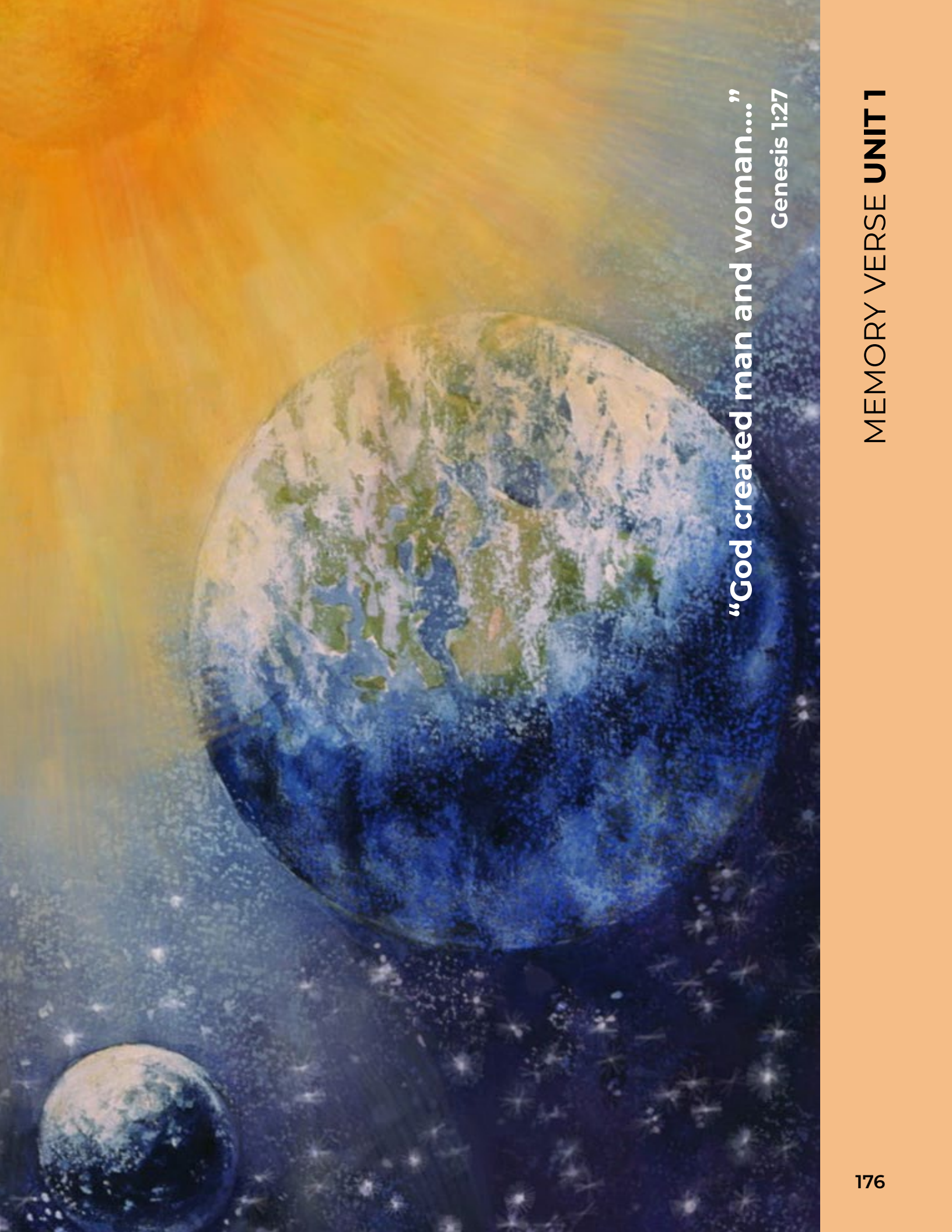
Name: _____ Date of Birth: _____

Enter the date for the developmental milestone:

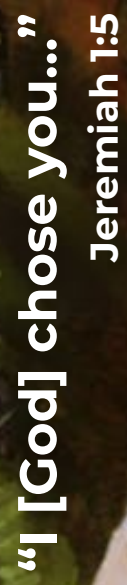
SOCIAL EMOTIONAL	24 Months	30 Months	36 Months
Notices emotions (sad, hurt, crying)			
Looks at your face to notice your reaction to new situations			
Plays next to children sometimes with			
Shows you what they can do by the phrase "Look at me!"			
Follows simple routines			
Calms down within 10 minutes after a parent drop off at childcare			
Notices other children and joins in their play			
LANGUAGE	24 Months	30 Months	36 Months
Points to things in a book when you ask a question			
Says at least two words together			
Points to at least two body parts			
Uses more gestures, waving, pointing, nodding, blowing kisses			
Says about 50 words			
Says two or more words together			
Names objects in books when asked "What is this?"			
Says words like "I, me, or we"			
Has a conversation with at least two back-and-forth exchanges			
Asks "who", "what", "why" questions			
Says what action is happening in a book			
Says first name when asked			
Talks well enough for others to understand them, most of the time			

COGNITIVE	24 Months	30 Months	36 Months
Holds an object in one hand while using the other hand			
Tries to use switches, knobs, or buttons on a toy			
Plays with more than one toy at a time			
Uses pretend play – feeding a block to a doll			
Uses simple problem solving – standing on stool to reach something			
Follows two-step directions			
Shows they know at least one color			
Draws a circle, when shown how to do it			
Avoids touching hot objects			
PHYSICAL	24 Months	30 Months	36 Months
Kicks a ball			
Runs			
Walks up a few stairs with or without help			
Eats with a spoon			
Uses hands to twist a door knob or lid			
Takes some clothes off			
Jumps off the ground with two feet			
Turns book pages, one at a time while being read to			
Strings items together			
Puts on some clothes on their own – jacket, loose pants			
Uses a fork			

<https://www.cdc.gov/hcbddd/actearly/milestones/index.html>

A painting of Earth from space, showing the blue oceans and green landmasses. The Earth is set against a bright, glowing yellow and orange sun in the upper left. In the lower left, the dark, cratered surface of the moon is visible. The background is a deep blue space filled with numerous white stars.

“God created man and woman....”
Genesis 1:27



Jeremiah 1:5

MEMORY VERSE UNIT 1



“Love one another....”

1 Peter 3:8



“God gives us families...”
Psalm 68:6

MEMORY VERSE UNIT 2



“God is Love.”

I John 4:8



“God gives people to help me.”
1 Corinthians 12:28



“Give You thanks.”

Psalms 128:1



“I will thank the Lord with all my heart.”

Psalms 111:1



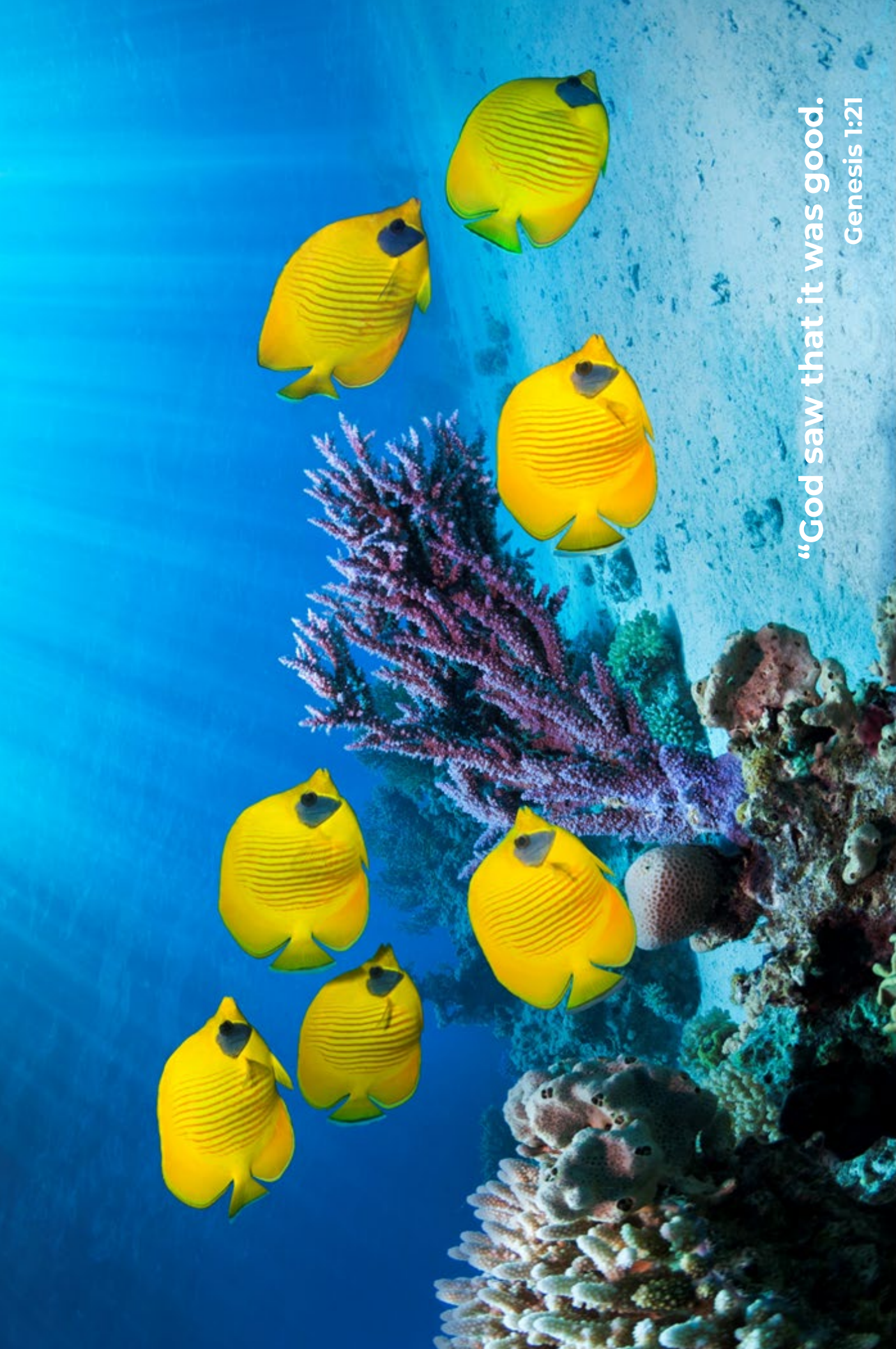
“In the beginning God created the heavens and the earth.”
Genesis 1:1

MEMORY VERSE **UNIT 5**



“God created the earth and everything in it.”

Isaiah 42:5



“God saw that it was good.
Genesis 1:21

A photograph of an orca breaching the ocean surface. The orca's white underbelly and black dorsal fin are visible above the water. The water is a deep blue with white foam from the breach. The sky is a pale blue with soft, white clouds.

“God created all sorts of animals.”

Genesis 1:25



“God rested.”

Genesis 2:3

MEMORY VERSE UNIT 7

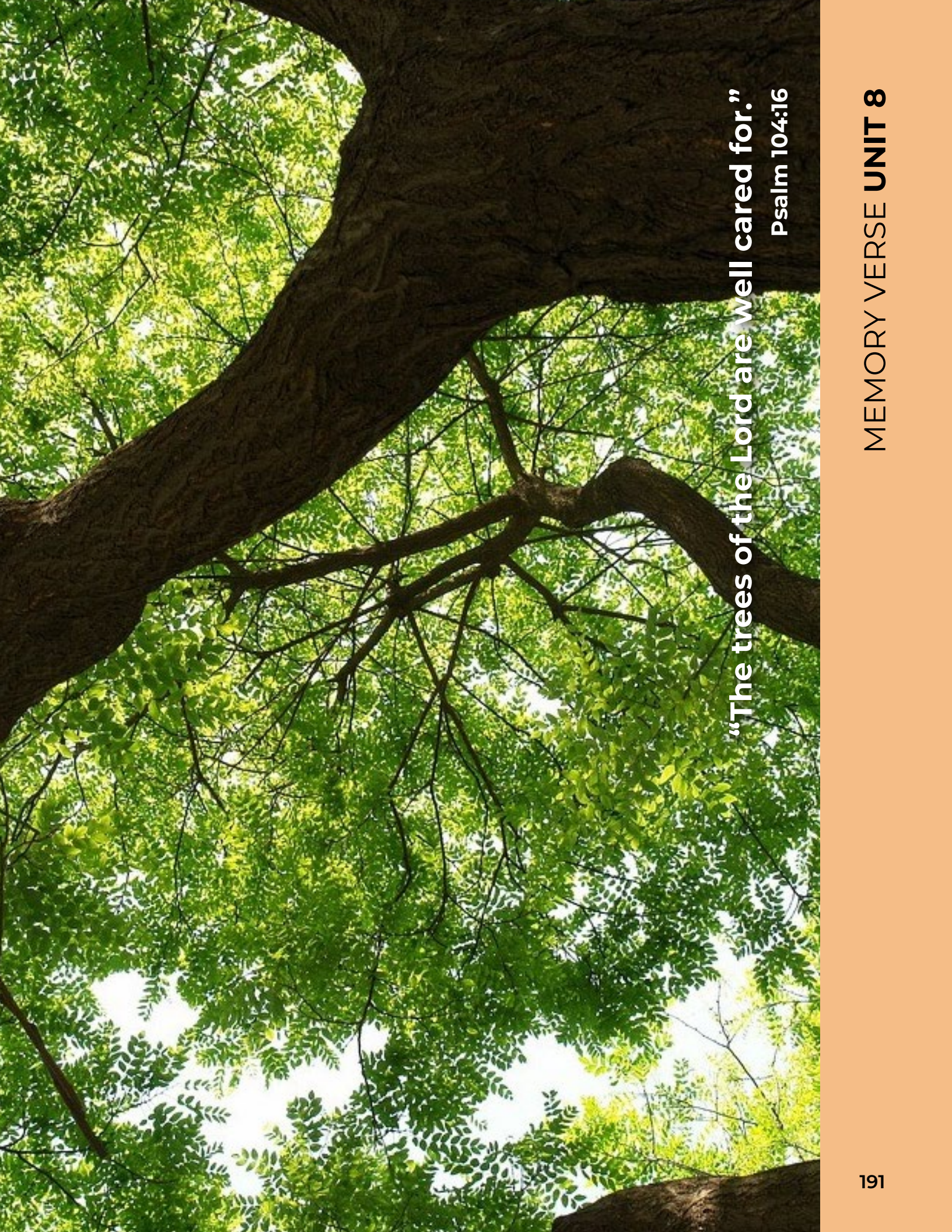


“Jesus stilled the waves.”

Psalms 107:29



“Take care of everything.”
Genesis 2:15



“The trees of the Lord are well cared for.”
Psalm 104:16



“Love each other.”

John 15:12

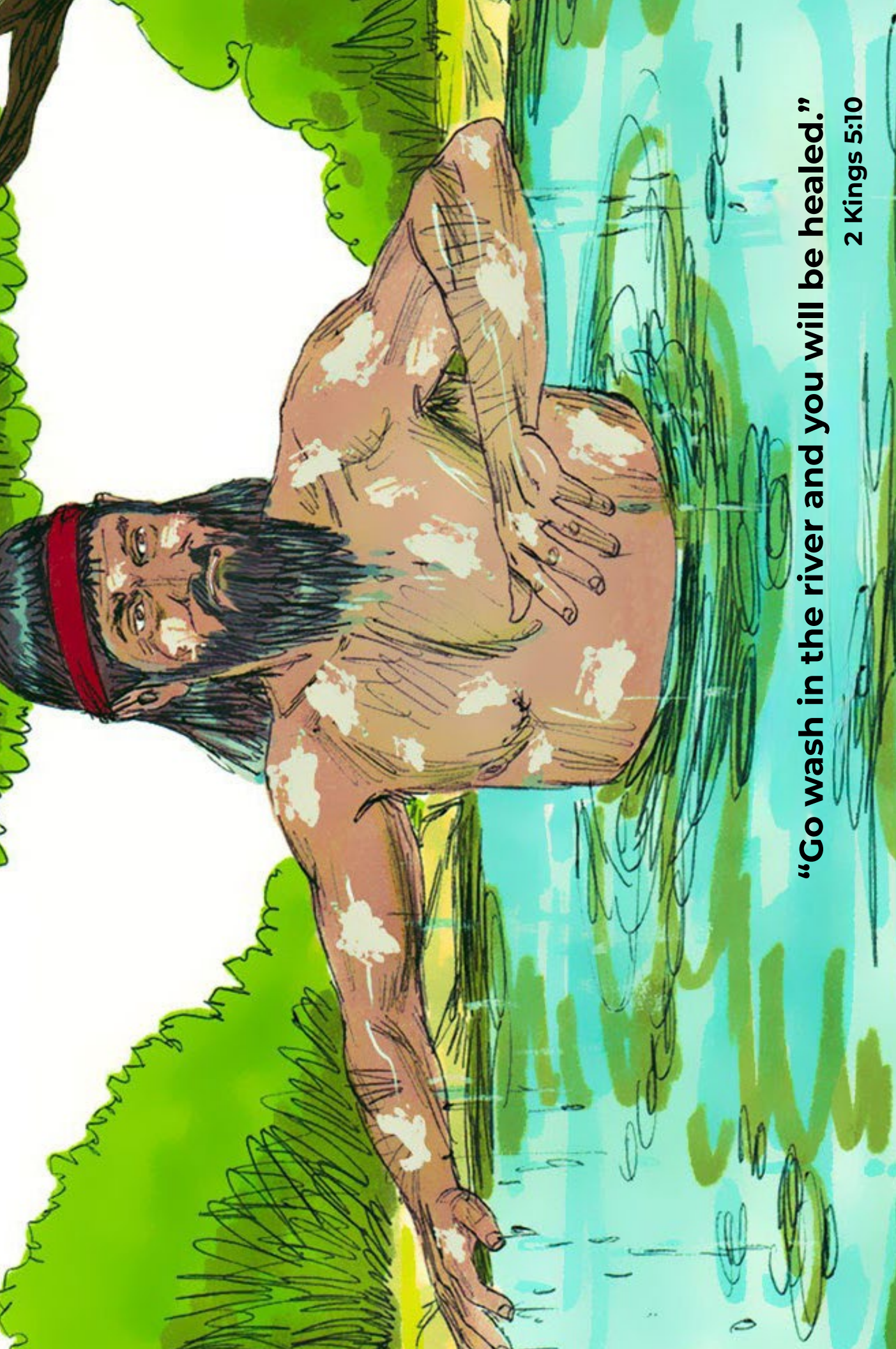


“A friend is always loyal.”
Proverbs 17:17



“A time for...”

Ecclesiastes 3:4



“Go wash in the river and you will be healed.”

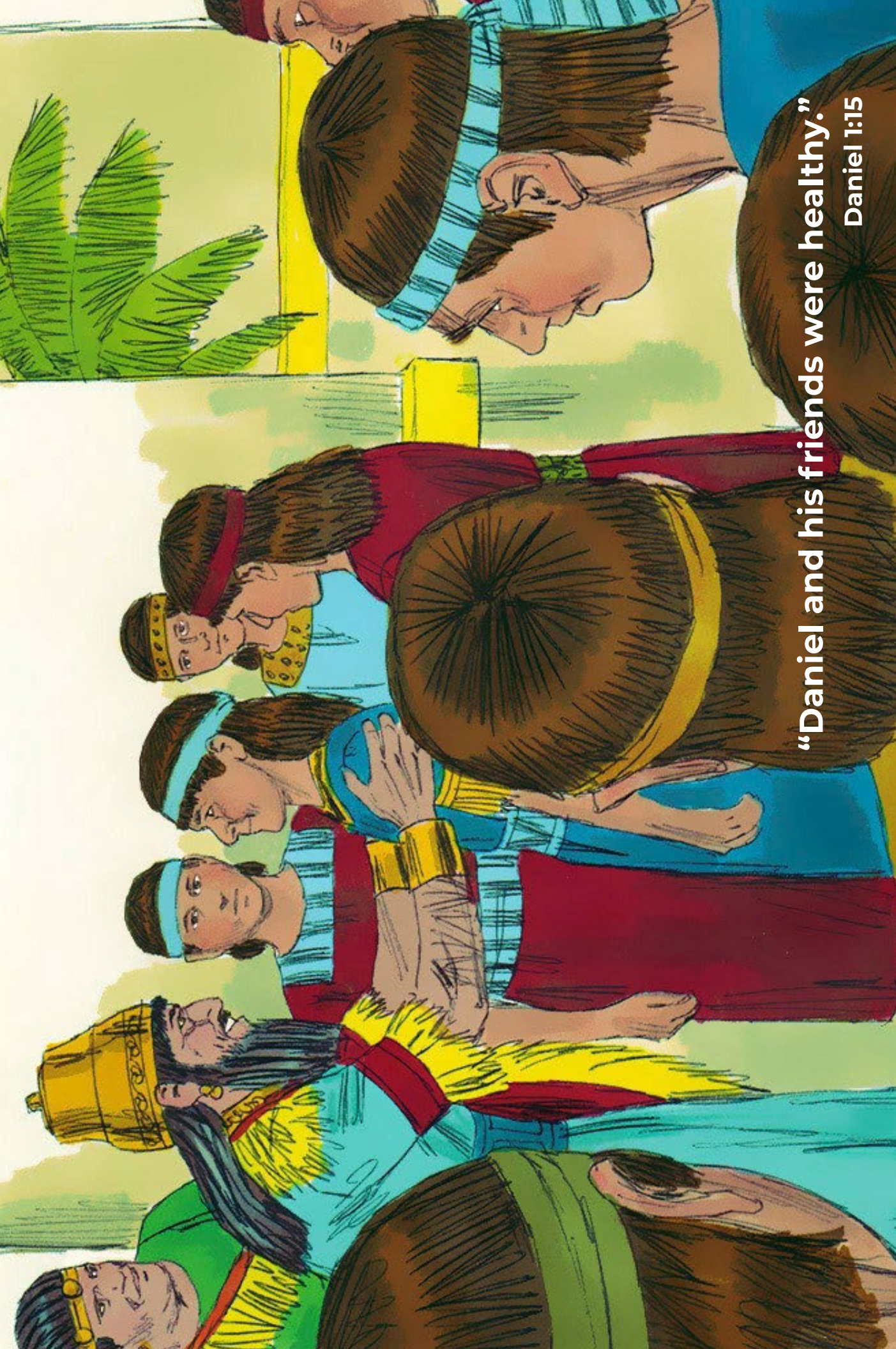
2 Kings 5:10



“Whatever we eat or drink, praise God.”

1 Corinthians 10:31

MEMORY VERSE **UNIT 11**



“Daniel and his friends were healthy.”

Daniel 1:15



“Rejoice and be glad in it.”

Psalm 118:24



“The heavens proclaim the glory of God.”
Psalm 19:1



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